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## ABSTRACT

The present final report covers the various activities of the Center for Research on Language and Language Behavior at the University of Michigan at Ann Arbor during the final year of its operation here, its closing on January 31, 1971. A prefatory section lists completed projects and the availability of individual reports. Included in this document are the following reports: (1) "Instructional Material for Intermediate Modern Hebrew," by E. A. Collin and G. A. Schram; (2) "The Role of Personality Variables in Second Language Learning," by A. E. Guora; (3) "Computerized Study of Syntax of Modern Literary Arabic," by F. McCulloch and E. Tamm; and (4) A Report on the activities of CRLB, 1965-1970, "The Center for Research on Language and Language Behavior: A Survey of Research," by E. Green. The last report is followed by a listing of CRLB programs reports, selected studies, completed doctoral dissertations, and publications. See AI 002 793 for related documents. (M33)

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FINAL REPORT

Contract No. OEC-0-9-097740-3743(014)

STUDIES IN LANGUAGE AND LANGUAGE BEHAVIOR, PHASE VI

Ronald Wardhaugh  
Project Director

U.S. DEPARTMENT OF HEALTH EDUCATION  
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February 1, 1970 to January 31, 1971

Center for Research on Language and Language Behavior  
The University of Michigan  
220 E. Huron  
Ann Arbor, Michigan 48108

Office of Education  
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This report covers the various activities of The Center for Research on Language and Language Behavior during the final year of its operation before its closing on January 31, 1971. During that year a number of projects were brought to a successful conclusion and others were terminated at appropriate stages. The following listing indicates which projects were completed and where individual reports may be obtained:

I. Reports on completed activities available through the ERIC system:

A. July, 1970

Underachievement in College Foreign-Language Instruction  
L. Feagans, E. Roeber, L. S. Barritt, and R. D. Tarte

Auditory vs. Articulatory Training in Exotic Sounds<sup>\*</sup>  
J. C. Catford and David B. Pisoni

Psycholinguistic Evidence for a Hierarchy of Syllable Structure  
Sanford A. Schane and David Pisoni

Experimental Design on the Psychological Reality of a Natural Rule in Phonology  
Sanford A. Schane and Bernard H. Tranel

B. January, 1971

Development of Computer-Assisted Observational Systems for Teacher Training  
Guy C. Capelle, Robert J. Jarvella, and Eleanor Revelle

The Development of a Cantonese Course for Students Acquainted with Mandarin  
James E. Dew

Knowledge of Results and Other Possible Reinforcers in Self-Instructional Systems  
George L. Geis and Reuben Chapman

Specifications for the Design of a Test of Knowledge of Foreign Cultural Patterns  
Frank Kocn

Interaction between Prose Styles and Linguistic Developments in Arabic after World War II  
Raji M. Rammun

Psychological Studies in Bilingual Performances and Cross-Linguistic Differences  
Klaus F. Riegel

<sup>\*</sup>Also in The Modern Language Journal, 1970, 54(No. 7), 477-481.

**II. Report on a completed activity published in a journal:**

The effect of delayed comparison in the language laboratory  
on phoneme discrimination and pronunciation accuracy  
C. R. Sisson, Language Learning, 1970, 20(No. 1), 69-88.

**III. Reports of activities terminated at appropriate stages included  
in the following pages:**

Instructional Material for Intermediate Modern Hebrew  
Edna A. Coffin and Gene M. Schramm

The Role of Personality Variables in Second Language Learning  
Alexander Z. Guiora

Computerized Study of Syntax of Modern Literary Arabic  
Ernest McCarus and Rafi Rammuny

**IV. Report on activities of the Center for Research on Language  
and Language Behavior, 1965-1970, included in the following  
pages:**

The Center for Research on Language and Language Behavior: A  
Survey of Research  
Beth Greene

# INSTRUCTIONAL MATERIAL FOR INTERMEDIATE MODERN HEBREW<sup>1</sup>

Edna A. Coffin and Gene M. Schramm

Center for Research on Language and Language Behavior  
The University of Michigan

Reading materials and preparatory exercises were assembled in an Intermediate Hebrew Reader. These materials were drawn from current Israeli non-fiction literature and were prepared for the students of Modern Hebrew. The reading materials were organized in 26 reading lessons. Each reading section included two preparatory exercises. Exercise A extracted the core of active vocabulary from the reading selection and presented it with various morphological notations and alternate morphological forms. For each active vocabulary item, a series of illustrative sentences were composed to show the nuances of words and in some cases the various meanings of a single item. Exercise B consisted of a set of sentences paraphrasing the reading selection itself and breaking down the difficult syntactic structures. The untampered reading selection was then included. The reading selection was followed by some content questions designed to, whenever possible, stimulate a directed discussion of subject and other related matters, in the classroom.

## Introduction and Background

In the last few years Modern Hebrew has gained an increasingly important place among foreign languages being taught in American universities. There are no adequate materials for teaching Modern Hebrew at the university level. There is a crucial need for instructional materials at both the beginning and intermediate levels. This project has been concerned specifically with the preparation of materials to be used in Intermediate and Advanced Modern Hebrew courses. The purpose of the principal investigators was to prepare a reader that would answer the needs of the student who is past the beginner's stage. This student, who has already been introduced to the basic features of Modern Hebrew, still faces a great deal of difficulty in acquiring a substantial vocabulary and in mastering the more complex syntactic structures of the language.

The textbooks which have been or might be used for teaching Hebrew at the Intermediate Level vary widely in approach and methodology. At present some universities are using the textbook Hebrew: A Basic Course by Joseph A. Reif and Hanna Lewinson, Foreign Service Institute, 1965. The textbook is designed for the foreign service and covers the equivalent of first- and second-year Hebrew. It was specifically designed for the needs of the foreign service and not for use in academic institutions. It is, therefore, mostly concerned with conversational skills and a core of vocabulary that would enable the American in diplomatic service to get along in Israel. (Included are such subjects as visits to the

barber shop, beauty shop, shoe repair service, etc., subjects which have little relevance to academic studies). This book uses the "direct" or "oral" approach to language which is very useful in the early stages of language learning but certainly does not meet the needs of students past the first few weeks of studying the language. Reading and writing skills are neglected. When language is taught at the university level these skills are very important. There is no attempt to introduce vocabulary relevant to the interests of the students.

Other books such as Elef Millim by Aaron Rosen, Achiasaf Publishing House, Israel, and a Textbook of Israeli Hebrew by Halim B. Rosen, published at the University of Chicago, 1962, are not adequate and do not meet the demands stated above. The content of the readings in the above stated books ranges from trivial selections to those that are fairly acceptable. While some of these books contain an applicable core of vocabulary for the newcomer to Israel, they do not meet the requirements of the college student. The principal investigators decided, therefore, to undertake the task of gathering interesting reading materials in a reader alone with adequate exercises to prepare the student for these readings. The investigators assumed that the students using the materials would have completed the elementary phase of learning Modern Hebrew and would be familiar with the writing system, phonology, basic morphological and syntactic structures, as well as a minimum core of vocabulary. The specific objectives of the intermediate phase are: (a) to expand the active vocabulary of the student; (b) to deal with new structural items encountered in the readings; (c) to increase the student's proficiency in reading and composition; and (d) to increase his proficiency in speaking as well.

### Procedure

May and June 1970 were spent collecting materials for the reading selections. These readings were selected from a large corpus of contemporary Israeli writings: books, journals, and newspapers. Many sources were scanned and finally 26 articles were selected for their interest in content and readability. By and large the articles deal with area studies: Near East geography, Jewish history, language and literature, religion, social studies, archaeology, etc. No attempt was made to control vocabulary. Reading selections were arranged loosely in order of difficulty.

During June and July these 26 reading selections were prepared for the preliminary copy of the reader. An experimental format was prepared for the presentation of these reading selections (see Appendix A). For each selection of reading the investigators decided on a core of active vocabulary. The basis for choosing this core of vocabulary was that of relevance and frequency of occurrence. (This selection was not done "scientifically", but rather on the basis of teaching experience and native-speakers' intuition). Two sets of exercises were prepared for each reading selection. These exercises were intended to present the new key vocabulary items. The vocabulary items which were selected

were listed in the margin with morphological notations and with the principal morphological variations. Illustrative sentences were provided for each of the new vocabulary items. The sentences were constructed in order to indicate the principal nuances of each word.

The second exercise was prepared in order to facilitate the handling of complex syntactic structures within the selection. It serves as a more direct introduction to the article since it contains the actual content of the article in a simplified form. It is essentially a paraphrase of the original, breaking down complex syntactic structures.

Following these two sets of exercises, the reading selection itself is presented. The reading selection is not tampered with and the student is confronted with the same type of material to which an adult Israeli will be exposed. The lesson format contains content questions. These are designed to promote discussion in class and to further use the new vocabulary acquired in the lesson. These content questions can be used orally, or can form the basis for written exercises in class or outside. In August of 1970 tapes were prepared for the lessons included in the preliminary version of the Intermediate Reader. Since Modern Hebrew orthography does not indicate vowels, the problem of vocalization is indeed an enormous one for the student at either the second or third year of his study of Hebrew. The availability of tapes is essential not only for developing correct pronunciation and intonation, but also for correct readings of unvocalized texts. It is through the exposure to tapes of the written materials, as well as through rigorous exercises in grammar, that a student can hope to develop his reading skills and correct speaking ability.

The reading selections have not been selected for the final version of the reader. However, we expect to reduce the number of readings to 20 selections, and to keep approximately 80% of the materials chosen for the preliminary text, and substitute some of the less successful selections. The following selections are the ones contained in the preliminary version of the reader:<sup>2</sup>

1. Lesson 1: Israel in the Near East (geographical description)
2. Lesson 2: Flora and fauna of Israel
3. Lesson 3: Climate
4. Lesson 4: Communal Settlements in Israel
5. Lesson 5: Old Jerusalem
6. Lesson 6: The Western Wall
7. Lesson 7: Jerusalem (a description of the mood of the city)
8. Lesson 8: Israel in the World - geopolitical description
9. Lesson 9: "We All Dreamt of Excavating It" - an interview with Prof. Mazar, the archeologist in charge of the excavations of the southern wall.
10. Lessons 10 - 11: "The Girls Who Excavate" (who dig up clay) - a description of a group of volunteer archeologists.
11. Lessons 12 - 15: "Dialogue of Warriors" - interview with Israeli soldiers after the war also includes an article on a psychological study made on the basis of these interviews.



12. Lessons 16 - 17: History of the Jewish Communities in the United States (up to the 20th century)
13. Lesson 18: A Research on Yiddish Using a Computer
14. Lesson 19: The Dead Sea Scrolls
  - a: Finding the scrolls
  - b: Orthography and language of the scrolls
15. Lesson 20: Massada  
Yigael Yadin's first chapter of his famous description of the excavations in Massada, a historical introduction
16. Lessons 21 - 24: The Messianic Movement of Shabtai Zvi
17. Lessons 25 - 26: Kafka
  - a: Kafka's works
  - b: Biographical sketch

#### Testing the Preliminary Version of the Reader

From September through December 1970 some of the materials prepared during the summer of 1970 were tested in classes at the University of Michigan. Lessons 1 - 7 were used in the second year Hebrew class. Lessons 10 - 16 were used in the third year Advanced Hebrew class. An intermediate student also used some of the lessons for a self-study program with some amount of success.

The students in the second year class worked through both exercises with the aid of the tapes, and received extensive drill in class. After the completion of these introductory exercises their attention was turned to the original text. On the whole the second year students tended to think that the first exercise in each lesson (the introduction of new vocabulary with illustrative sentences) was too difficult and not terribly valuable to them. They complained that the sentences used to illustrate new vocabulary items themselves contained many unfamiliar words and were, therefore, difficult and did not serve the purpose for which they were intended. They felt that there was little return proportionate to their efforts. However, they did work under the handicap of not having an English translation for this exercise (such a translation was to be included in the final version). There was also a misconception that the sentences were to be mastered rather than gone 'once over lightly', in order to understand the various shades and nuances of the new items of vocabulary. In general, the second year students reacted favorably to the material included in the articles and found the subject matter interesting.

The third year students were exposed to the first exercise at home first and were given an English translation of all the illustrative

sentences. They also availed themselves of the tapes for the correct readings. These students found the exercises useful and stimulating, and commented that the sentences introduced them to a very valuable core of passive vocabulary as well. They did not like the attempt to introduce the lesson through Exercise B alone. The second exercise and the text were presented to them in the same manner as it was presented to the students in the second year. However, they did have additional follow up on vocabulary through various exercises--such as translation and composition based on the core vocabulary of each lesson. A lot of emphasis was put on the content questions, which served as a basis for excellent class discussions, both directly on the content of lessons and less directly on some directed conversations on matters related to the lesson presented. The students achieved an excellent command of new items of vocabulary. At the end of the semester the advanced students expressed a lot of satisfaction with their progress in the areas of reading, writing and vocabulary expansion.

### Conclusions

The results of testing the materials gathered for the preliminary copy of the reader in classroom situations indicate that the general direction of the preparation of the reader is indeed the right one. The materials should have interesting content and should be relatively short, and the vocabulary should lend itself to other types of adult reading and conversation. The effectiveness of the format adopted for presenting these lessons varied greatly between the two levels of intermediate and advanced students. The usefulness of Exercise A is still a controversial issue, as it seems to serve the more advanced students better than the ones who had just finished one year of Hebrew. It is clear that it is necessary to meet the different demands of these two levels. Further experimentation in lesson formats is being planned for the coming year. It is possible that one set of preparatory sentences, which will include paraphrases as well as content related sentences, may prove to be actually a better solution than the two sets used in the preliminary text.

Some of the reading selections have proved redundant in vocabulary, and others have proved to be not as interesting as initially thought. However, with classroom experience the judgment of these materials is much sounder. A lot of work remains to be done in adapting the final 20 reading selections, which the investigators hope will be more varied than the ones assembled to date. Grammatical exercises, exercises in composition, and translation based on a core of active vocabulary should also be developed to further supplement the reading selections, and to further aid the student to control the new structures and vocabulary items. It is hoped that through a continuation of this project these goals will be realized.

## Appendix A

## Lesson 1.

## Israel in the Near East

Exercise A

## Active vocabulary

## Sample Sentences

<u>marbit</u> (f.)	The tourists spent <u>most of</u> their time in Jerusalem.
<u>rov.</u> (m.)	<u>Most of</u> the time the tourists were in Jerusalem.  <u>The majority of</u> the residents of Paris leave for their vacation in August.  <u>Most of</u> Paris' residents leave on vacation in August.
<u>kat</u> (f.)	The Essenes' <u>sect</u> was known for its communal life.
<u>kitot</u> (pl.)	There are many <u>denominations</u> in the Christian religion.  The Karaite <u>sect</u> believes only in the Tora's laws.  In India there are several <u>castes</u> . (kitot)
<u>zechut</u> (f.)	<u>Thanks to</u> the grant, the investigator was able to finish his research.
<u>bizchut</u> <u>li-zchut</u>	One should mention <u>to the credit</u> of the lecturer that he knows his subject well. (relevance)
<u>chashivut</u> (f.)	The <u>importance</u> of the theory was discovered only years later.
<u>chashivuyot</u> (pl.)	The mayor is a man of <u>importance</u> (a prominent man)
<u>hishpa'a</u> (f.)	A teacher can have a great deal of <u>influence</u> on his students.
(hashpa'at.-dep.) (hashpa'ot (pl.))	The parents lost all <u>influence</u> over their son.  In the artist's paintings one can recognize the <u>influence</u> of Picasso.

<u>kalkala</u> (f.) (kalkalat. d.)	The <u>economic</u> situation in an agricultural state depends on the yield of the harvest.
<u>kalkalot</u> (pl.) <u>kalkali</u> (adj.)	The <u>economy</u> is based to a great extent on natural resources.
n-g-' +b..	Everybody was full and nobody <u>touched</u> the food.
(qal.)	It is forbidden to <u>touch</u> the electric wires.
	The crowded cars (bumper to bumper) almost touched each other.
<u>gvul</u> (m.) <u>gvulot</u> (pl.)	Each political state has <u>boundaries</u> .
	Natural <u>borders</u> are rivers or mountains.
<u>yachid</u> (m.) <u>yechida</u> (f.)	Einstein was a genius - <u>unique</u> in his generation.
	The new book by Weisel is <u>one</u> of a kind ( <u>special</u> )
	An <u>only</u> child is often spoiled.
	Only <u>few</u> were given the opportunity to see the guest.
<u>sh-y-k</u> (hitpa'el)	The workers in the plant (belonged to the labor organization).
	The painter Gauguin <u>belonged</u> to the Impressionistic School.
	The number of people who <u>are members</u> of the extremist group is limited.
	(had faith)
'-m'n (hif'il)	The father <u>believed</u> in the special talent of his son.
	"A fool <u>believes</u> everything".
'emuna (f.) (emunat -)	The Jewish <u>faith</u> is different in its principle from the Christian <u>faith</u> .
'emunot (pl.)	Many people <u>believe</u> in superstitions (superstitious beliefs)
	The Orthodox (Jews) <u>believe</u> in the coming of the Messiah.
<u>masoret</u> (f.)	Each nation has a <u>tradition</u> of its own.
Masorot (pl.)	The Tse'ada ('Walk-a-thon') in Israel has become a <u>tradition</u> .

A traditionalist (tradition-keeper) lives by the religious rules.

It is a tradition to eat unleavened bread on Passover.

rikuz (m.)

The concentration of the inhabitants in Israel is in the cities.

rikuzim (pl.)

The separation of institutions (powers) in the state was meant to prevent a centralization of power.

r-k-z

(hitpa'el)

The crowd gathered in the square for the event.

qadum (m.) adj.

In early days men lived in caves.

qduma (f.)

The Ancient man lived by hunting

Discrimination against minorities has its origin in prejudices ('early' 'pre' opinions)

achuz (m.)

achuzim (pl.)

Each student gets a discount of five percent in the new store.

The percentage of women in high offices is very low.

The salesman gets a commission from the value of the merchandise which he sells.

The percentage of the participants in the demonstration was nil.

h-w-h

(pi'el)

The number of young people constitutes a sizable percentage in the population.

The representatives of various nations (constitute) make up the United Nations Organization.

The students' strikes constitute a serious problem.

## Lesson 1

Exercise B

Israel is situated in the Middle East.  
The Middle East is also known as the Near East.  
Most of the countries in the Middle East are located in Asia.  
Not all of the countries in the Middle East are in Asia.  
Most of them are in Asia.

The majority of the inhabitants of the Middle East are Muslims.  
Most of the inhabitants are Muslims.  
The minority of the inhabitants are Christians.  
The Christians belong to various denominations.

Israel is a bridge between the countries of the Mediterranean.  
Israel has historical importance due to its geographical location.  
Israel has a strategic importance in the present.  
In the past Israel had a strategic importance also.  
Like in the past also in the present Israel has historic and strategic importance.

Many Jewish communities existed in the countries of the Middle East.  
The Jewish communities were large.  
The communities were very influential  
The Jewish communities had an influence on the economic life.  
Most of the members of these communities immigrated to Israel.

With the establishment of the country many Jews immigrated to Israel.  
Many of the members of these Jewish communities immigrated to Israel.  
Israel has boundaries with four political states.  
The neighboring states are: Lebanon, Syria, Jordan and Egypt.

Lebanon is located to the north of Israel.  
In the northeast Israel touches Syria.  
In the east the neighboring state of Jordan is located.  
In the southwest is Egypt.  
Egypt is the only state in the continent of Africa.  
Egypt is the only one (of the Middle East countries) located in Africa.

Most of the inhabitants of the neighboring states are Muslims.  
The language of the Muslims in the neighboring states is Arabic.  
The Muslims mostly belong to the Sunni Tradition.  
The Sunni sect is the largest one in the Islamic world.  
The Muslims believe in the Quran.  
They also believe in the Islamic Tradition.  
The Islamic Tradition is called in Arabic: Al-Ḥadīth.

Among the Muslims are also those who belong to the Shi'i Sect.  
There are small communities of Shi'is in Lebanon and Syria.  
The non-Sunni Muslims are in the majority Shi'is.  
The Sect of the Mutawallis is a Shi'i Sect.

There are large communities of Druzes.  
The birthplace of the Druze sect is Lebanon.

Christians also reside in the neighboring states.  
The Christians belong to various denominations.  
The Christian denominations in the Middle East are very ancient.  
In Lebanon there is a large percentage of Christians.  
Most of the Christians in Lebanon are Maronites.  
The Maronite Sect is very close to the Catholic one.

The large Christian denomination in Egypt is the Coptic Church.  
In Egypt there is a community of Christian Copts.  
The Copts are Egypt's earliest inhabitants.  
The Coptic Church is a unique one in the Christian's World.

## Lesson 1.

### Text

Israel is located in the Near East. Most of the Middle Eastern countries are in the continent of Asia with a majority of their residents being Muslims and a minority of the residents being Christians of various denominations. Due to its geographical location, Israel is a bridge between the countries of the Mediterranean, and in this lies its historical and strategic importance in the present as in the past.

In the countries of the Middle East there were large Jewish communities which were known for their influence, especially in the economic sphere. The members of these communities, for the most part, have immigrated to Israel with the establishment of the state.

Israel touches in its borders on four neighboring states. In the north--Lebanon, in the northeast--Syria, in the east--Jordan (in its official name: the Hashemite Kingdom of Jordan), and in the southwest--Egypt (in its official name: The United Arab Republic), which is the only state among these four in the continent of Africa.

The inhabitants of the neighboring states are for the most part Muslims and their language is Arabic. The majority of these Muslims belong to the Sunni Sect in the world of Islam, and they believe in the Quran and in all of the Muslim Tradition (al-hadith). In Syria and Lebanon there are small communities of non-Sunni Muslims like the

Mutawallis, and they are Shi'is. Among them (the non-Sunnis) are also large communities of Druzes in Lebanon--the birthplace of that sect--and in Syria, in Druze Mountain, which is the most important location of their concentration in the Middle East.

In the neighboring states are also Christians who are members of some of the earliest sects of Christianity. In Lebanon there is a large percentage of Christians who are mostly Maronites, who are closely related to the Catholics. In Egypt there is a very large community of Christian Copts and they are the earliest inhabitants of Egypt and they constitute a unique church in the Christian world.

#### Lesson 1.

##### Content Questions

1. What constitutes the importance of the State of Israel in the Middle East?
2. What are Israel's neighboring states?
3. Describe the various Muslim sects in the Near East.
4. Which countries contain important Christian communities? Describe the various Christian denominations in the Near East.

#### Footnotes

<sup>1</sup>The research reported herein was supported in part pursuant to Contract OEC-O-9-097740-3743(014) with the U. S. Department of Health, Education, and Welfare, Office of Education, under the provisions of P. L. 83-531, Cooperative Research, and the provisions of Title VI, P. L. 85-864, as amended.

<sup>2</sup>Further information about the reader can be obtained from the author's, Department of Near Eastern Languages and Literatures, The University of Michigan.



# THE ROLE OF PERSONALITY VARIABLES IN SECOND LANGUAGE LEARNING<sup>1</sup>

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This report pertains to the portion of the above project that was supported by the Office of Education through December 31, 1970. The research program continues with the support of the Department of Defense, and a final report on the completed project will be prepared by us and submitted to the Department of Defense sometime after July 1, 1971. Copies of that report will be made available to the Office of Education as well.

## Pre-Contract Research

Guiora, Lane, and Bosworth (1967) examined the relationship between success in speaking a second language authentically (French) and a variety of personality dimensions. This study included the first use of the Micro-Momentary Expressions (MME) procedure for the measurement of empathy. It was hypothesized that an ability to perceive minimal interpersonal cues, standardized in this case by use of selected film strips shown at different speeds, would be related to individual differences in empathic ability. A significant relation (rank order correlation of +.60) was found between this measure and language proficiency.

A second study (Taylor, Catford, Guiora & Lane, 1969) introduced refinements in the MME apparatus, an alternate projective measure of empathy, and four independent measures of the facility of subjects (English-speaking) in learning authentic Japanese. The results indicated that MME and projective empathy scores, together with an index of verbal intelligence, accounted for more than half of the variance in language performance, as indicated by a multiple correlation of +.72.

The promising results of these two laboratory experiments indicated the desirability of a larger-scale study of language learning under more realistic, and more demanding circumstances.

## Methodology

Sample. The subject sample of our research project is being drawn from the United States Army Defense Language Institute, both East (DLIEC) and West Coast (DLIWC) branches. Students in this sample are studying one

of five different languages: Russian, Chinese-Mandarin, Spanish, Thai and Japanese.

Design. The data-gathering procedures consist of three phases.

Phase I involves the administration of two types of tests: paper and pencil measures which can be presented to a group of any size for which auditorium space is available, and the MME measure which is limited by the currently available apparatus to a sample size of  $N = 40$  at any one time. These procedures are administered at the beginning of the language training program, usually no later than the first week of classes. The paper and pencil measures used in this phase include the following:

- Thematic Apperception Test (TAT)
- Photographic Perception Test (PPT)
- Test of Ego-Rigidity
- Literature Empathy Test
- Wesman Classification Inventory
- Prior Language Experience Form

The MME measure requires a 16mm audio motion picture projector and screen, a specially prepared test film, two Esterline Angus operation recorders, forty response switches and a forty cable system. The time required to administer all procedures in Phase I is 120 minutes, including instructions and collecting time.

Phase II consists of two procedures, the Linguistic Fluency Test (LFT) and the Predictive Empathy Test (PET). These two measures are administered in a language laboratory, in small groups consisting of class section, and can be accomplished in one 60-minute session per class.

The pre-recorded LFT is played simultaneously to each student in the section, through ear phones in each booth. Tape recorders in each booth record the stimulus sounds from the master tape, and the exact responses made by the student. These tapes will later be transcribed onto a single data storage tape. The PET requires only written responses.

Phase II procedures are administered approximately three months after classes have begun at DLI.

Phase III, the final aspect of data collection, consists of reports from DLI from student records of general mental ability test scores (AFQT) where available, and of final language proficiency evaluations for all students.

Testing to date. Phase I procedures were administered during the first week in July 1970 to a total of 153 DLI students. The second student input of DLIWC was similarly tested during the first week in

October 1970; while the input from DLIEC was tested during the first week in November 1970. Total input for the second cycle was N=169.

Phase II testing for students previously tested in Phase I was also accomplished during the first weeks in October and November 1970. Approximately 75% of the students previously tested were available.

The third cycle of testing at DLIWC is currently underway. Students who were administered the Phase I procedures in October 1970 are now being given the Phase II tests, and the new student inputs will be given the Phase I tests.

#### General Remarks

Two sources of attenuation of usable data samples have caused us some concern. One of these is general aptitude scores which have been available for only 59 or approximately 18% of students tested thus far. This problem is largely unavoidable it appears, although we hope for slightly larger returns on future inputs.

The other source of concern is that only 75 of DLI students tested in Phase I (July) reported for Phase II testing in October and November 1970. This appears to have been due partly to drop-out and reassignment rates, partly due to student factors (some students reported up to 30 minutes late for one-hour sessions), and partly due to conflicting assignments to other necessary duties. Again most of these missed cases are presumably unavoidable. In an effort to reduce their incidence somewhat, we have scheduled make-up testing sessions.

The final decision as to the number of student inputs to be tested will be made in the near future contingent upon the number of complete data cases obtained for each language in the next few testing sessions.

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## Footnote

- <sup>1</sup>The research reported herein was supported in part pursuant to Contract OEC-O-9-097740-3743(014) with the U. S. Department of Health, Education, and Welfare, Office of Education, under the provisions of P. L. 83-531, Cooperative Research, and the provisions of Title VI, P. L. 85-864, as amended.

# COMPUTERIZED STUDY OF SYNTAX OF MODERN LITERARY ARABIC<sup>1</sup>

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with

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and

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This study is directed to the present outstanding need in the field of Arabic studies of a comprehensive description of the syntax of modern literary Arabic (MLA). The final product will be a book containing an analytic description of all the syntactic structures (clause-level and phrase-level) of post World War II Literary Arabic prose; the analysis will be based on a corpus of several hundred thousand words, to lend statistical validity to statements, chosen from the works of a large number of writers from the Arab world who are considered to be representative of good Arabic prose writing. By computer-storing an extensive corpus it becomes possible to retrieve all or any part of the occurrences of any particular feature under study, not only more speedily but also more accurately than otherwise. Further, the range of possible studies is extended. In their final form these data will serve as a research facility accessible to all researchers on Arabic in this country (or abroad) working on morphological, syntactic, lexical, or semantic studies, including those interested in contrastive English-Arabic studies and the preparation of teaching materials. Finally, the methodology may be of interest to linguists intending to pursue similar studies in other languages.

## A. Goals

1. While there are many excellent works on the syntax of Classical Literary Arabic (i.e., Arabic written in the seventh to tenth centuries AD), there is no satisfactory work on the syntax of contemporary literary Arabic. A comprehensive treatment of MLA syntax, which is the outstanding need in the field of Arabic studies today, is the goal of this project. MLA is defined here as post-World War II narrative and expository prose written by those who are considered to be writers of most acceptable Arabic. Subsequent studies can compare narrative with journalistic styles, or prose with poetry, contemporary with classical, etc.

2. In order to achieve this goal, a total of one-half million words of text (i.e., the equivalent of approximately 20 books of 100 pages each) is to be examined. A corpus of this size should be fully representative of MLA prose, and will lend validity to statistical

statements. In order to handle a corpus of this magnitude, these texts are stored on a computer, permitting immediate retrieval of occurrences of any structure under study. A special system of annotating and coding has been devised which will permit the retrieval of information for the following kinds of studies: syntactic (both clause-level and phrase-level), morphological, lexical and semantic, including any combination of studies (see Appendix 1: Illustrative Annotation Sheet). It is interesting to note that the annotation system adopted is easily translated into terms of either a transformational approach, with its rewrite rules, or a tagmemic approach, with its slot-and-filler arrangement. At the same time, conventional grammatical terms are employed, including certain technical terms peculiar to Arabic grammar.

It is expected that the impact of this approach will be felt in two areas. It will provide opportunities for other Arabists over the country to pursue more effectively their own research on Arabic, the preparation of instructional materials, etc. It will also provide a model for scholars who wish to pursue similar studies on other languages.

On completion of the analysis and description of MLA syntax, it will be feasible to do a contrastive analysis of English and Arabic syntax, then to pinpoint those features of Arabic structure most difficult for English speakers to master, and to experiment on the most effective ways to teach them.

#### B. Personnel

The principal investigators are Professors Ernest N. McCarus and Raji M. Rammuny of the Department of Near Eastern Languages and Literatures of The University of Michigan, who have worked on the project on a year-round basis since March 1969. In the summers of 1969 and 1970 they were joined by Professors Peter Abboud of the University of Texas and Wallace Erwin of Georgetown University, also Arabist-linguists.

The following have assisted in the project: four annotator-encoders, who transcribe and translate the Arabic text and analyze and encode the syntactic structures and the morphological and lexical data; a key-punch operator; and a programmer.

#### C. Procedures and Principles

The following results have been achieved (not necessarily in chronological order):

##### 1. Selection of Texts.

**Principle:** This study should represent well-written Arabic prose, to serve as a basis of comparison with Arabic of other genres, e.g., journalistic or poetry; or of two other periods, e.g., nineteenth century or eighteenth century; or of various styles, e.g., archaizing vs.

Innovative. By choosing writers who are generally considered to be representative of the main-stream of development of Arabic literary traditions, we are assured of a linguistic norm. To assure a balanced selection, we not only consulted standard references on modern Arab writers but sent a questionnaire to some 70 specialists in Arabic literature, most of them Arabs in the Arab world. Their response was remarkably uniform, including names of writers of various persuasions, e.g., Taha Husain, Muhammad Hussain Haykal, Ahmad Amin and Mikhail Nuayma, who are purists in their language; Nagib Mahfouz, Yousuf Al-Sibai, Halim Barakat and Ihsan Abdul-Quddous, who have made Arabic literature today more available to the public by using a simple straightforward style which can be easily understood by most people; and some, like Mahmoud Taymour, in his recent book of essays Al-Shakhsīyyāt al-ʿishrūn, Twenty Personalities, who, although they follow modern trends in MLA, still use a traditional, archaic style in terms of selection of vocabulary and structures.

In addition to the resources of the UM library and our own personal collections, we have purchased from Cairo and Beirut book dealers approximately 70 books for purposes of annotation.

Our selection of 38 authors from 13 Arab states includes representatives of seven literary genres and 16 different subjects, including literary criticism, short stories, novels, plays and essays and articles on history, religion, literature, etc.

## 2. Annotation of Texts.

Principle: Texts must be encoded to permit efficient retrieval of any of several kinds of information, by any of several investigators. Further, the encoding system must be so constructed as not to prejudice the ultimate analysis. The annotation system set up meets these requirements: it is one which encodes data in terms of their surface forms rather than their deep structure, and one which accommodates also traditional constructions such as nāl (the circumstantial clause), tamyīz (the adverbial expression of respect), al-mafʿūl al-mutlaq, (the cognate accusative), etc. For every word the following information is given: its morphological form class (Col. 16--see Appendix I) and inflections, as well as certain semantic features (Col. 17); its syntactic role in the clause (Col. 1) or membership in a phrase in the clause (Cols. 2-15); its transcription, translation and additional lexical information (idiomatic phrases, words not found in the dictionary, emphasis, plural nouns that have no singular, aspects of verbs, etc. (Col. 18)). A special feature of our approach is the fact that every sentence in a selection is analyzed in this way, providing methodological rigor that is lacking in an introspective approach not based on a discrete corpus. That is, if the investigator uses himself as the source of data, he will overlook a vast array of unusual but normal constructions that occur in live language, written or spoken.

The annotation system has been perfected in such a way that additions, deletions or changes can be made at any point. Four annotators have been trained, and over 300 pages of text have been annotated. This annotation system was developed in consultation with a programmer, who also prepared the storage program as well as retrieval programs. The key-punch operator has punched approximately 5,000 words. The programmer has programmed the material and has prepared the retrieval system.

### 3. Analysis of Selected Features.

Concurrent with the development of the annotation system, certain features of MIA syntax were studied on the basis of direct scanning of texts which had not yet been computer stored. The primary value of these studies has been to help evaluate and validate the annotation system; they will also serve as a control when these same features are studied on the basis of retrieval from computer storage. These studies also have value as independent studies providing new insights as well as additional data, and some have been submitted as articles to various technical journals or given as papers at professional society meetings. Some features studied are: (1) negation of verbs in MIA: lam plus jussive has largely replaced lammā plus jussive, which is now rare. It is also far more common than ma plus perfect, which seems to connote special emphasis or denial of the proposition as a whole. (2) Conditional sentences: It is well-known that 'idhā 'if' and 'in 'if' both introduce possible conditions as opposed to law 'if' which introduces contrary-to-fact conditions; it is now clear, however, that 'idhā implies likely conditions, while 'in conditions tend to question the likelihood of realization. (3) hāl constructions: studies on the hāl show that MIA continues to use the major patterns of Classical Arabic, e.g., the sentential hāl as exemplified by yuhāsibūnānā 'alā al-'amālī yusū'ūna 'tāfirahū' 'They take us to task over our work, having misinterpreted it', as well as its variants; also found are certain other patterns such as a definite hāl, e.g., yahdudū 'alēnā. Certain constructions found in Classical Arabic are no longer used, such as a hāl which refers to a clause as a whole rather than a single word, e.g., dhālika al-kitābu lā rayhu fīhi 'that is the book, there is no doubt about that', while some (rare) innovations over Classical Arabic occur, such as a hāl in initial position in the sentence, e.g., wa baḥḥatan... 'and suddenly...'. Finally, it is apparent that hāl must be studied in relation to (a) restrictive and non-restrictive relative clauses and (b) prepositional phrases that have the meaning of hāl's, e.g., maḥlā aḥsur and maḥlā aḥḥad 'he walked quickly', relationships not considered by Arab grammarians. (4) Style: While style is not a primary concern of this research, it is obvious from our studies that the distribution of "literary" letters, such as dhā ḥassan and ḥassan of certain dhā ḥassan are not conversative in that they are archaizing--that is, the constructions peculiar to Koranic and Classical Arabic--but in that they are purists--rejecting colloquialisms and/or free expression, but writing within the framework



of MLA. There are writers who resort to archaic constructions such as Mahmoud Taymour in his book of essays al-shakhsīyyāt al-<sup>C</sup>ishrūn, Twenty Personalities, but this appears to be a relatively rare phenomenon. It is also worthy of note that if a given construction has several alternate forms in Classical Arabic, MLA tends to avoid those which are ambiguous or vague.

These studies have been invaluable in assuring that the annotation system we have devised does indeed provide the necessary flexibility, efficiency and thoroughness in the retrieval of data.

#### D. Summary of Progress

- Selection and collection of data.
- Development and testing of an annotation system.
- Programming of the annotation system for computer storage.
- Preparation of a retrieval program
- Analysis and annotation of approximately 300 pages of text.
- Key-punching of approximately 5000 words.
- Studies of selected problems in MLA syntax, some of which have been submitted as articles in professional journals.

#### Footnote

<sup>1</sup>The research reported herein was supported in part pursuant to Contract OEC-O-9-097740-3743(014) with the U. S. Department of Health, Education, and Welfare, Office of Education, under the provisions of P. L. 83-531, Cooperative Research, and the provisions of Title VI, P. L. 85-864, as amended.

## Appendix I

## Illustrative Annotation Sheet: Explanation

NB: Lines are horizontal while columns and spaces are vertical. In keypunching, each line is punched on a separate card.

Line 0: Identificational data - Taymour's first book under study. Selection 1, sentence number 15, page 10, line 14, an essay, book published in 1969, author is Egyptian; initial of annotator and data annotation completed; initials of checker and date.

The Arabic sentence transcribed and translated (Col. 18) is wa tilka hiya l-lamaana l-kubraa liatili tunaatu bihamalati l-mashaa<sup>c</sup> illi fii l-lumami l-nawaahidi. 'And that is the greatest trust that is entrusted to carriers of torches among developed nations...' The sentence consists (Col. 1) of a clause connector W, a subject S, a pronoun of separation F, and a predicate P. The first three functions are performed by individuals words which are identified in Col. 16: W = a coordinating conjunction CNC, S = a demonstrative pronoun that agrees with the fourth word in this sentence D04, and F = a pronoun that agrees with the second word of this sentence P02. The predicate consists of a noun phrase BN - EN (Col. 2) beginning on line 4 and ending on line 13. This noun phrase contains as its head a verbal noun VBN (Col. 16), a modifying elative adjective ELA (Col. 16) and a modifying relative clause beginning on line six BR (Col. 3) and ending in line 13. This relative clause itself is a clause analyzed in Col. 4 as consisting of a subordinator 8 (which is identified in Col. 16 as a relative pronoun agreeing with the fourth word in this sentence R04), a verbal element V (identified as a verb V04 in Col. 16), and a prepositional phrase containing the object of the verb J; Col. 5 shows that J is a prepositional phrase BP - LP containing a preposition PRP (Col. 16) whose object is a noun phrase BN - EN (Col. 6), and Col. 7 shows that this noun phrase consists of a genitive construct (BG-EG) as head and a modifying prepositional phrase BP - EP; the object of the preposition is a noun phrase BN - EN (Col. 8) which consists of a noun N01 and an active participle ACP. Thus, Col. 1 lists the functions in the clause, while Cols. 2 - 15 identify constituent phrases and embedded clauses. Col. 16 identifies the word class of each word in the sentence.

Col. 17 notes the inflections of words, e.g., NFS = nominative, feminine, singular (line 2); and certain semantic features, e.g., H (space 34) = human referent. PIFS3 (line 7) = passive voice P, indicative mood 1, feminine F, singular S, third person 3 (verb); and GN 30 (line 10) means genitive, masculine, plural (broken plural pattern number 30). Other semantic features noted in space 34 are negative word, place name, personal name, divine referent, animateness and ordinal numeral.

In Col. 18 of this illustration the following kinds of data are included:

Transcription of Arabic word, e.g., WA.

Translation of Arabic word (following quotes), e.g., WA"AND.

Dictionary (citation) form of the word (following the symbol &), e.g., TILKA&6AALIKA (that is, the word TILKA would be found in the dictionary under 6AALIKA. This will permit word frequency counts, etc.

Translation aids:

(1) While each word is translated as a single word as far as is possible for that context, words in parenthesis are added if they help make possible a smoother English translation of the sentence as a whole, e.g., CARRIERS (OF). These are generally a function of the syntactic structure.

(2) The symbol @ indicates that a word (usually following) should be inserted here, e.g., THE @ TRUST (line 4) plus GREATEST (line 5) gives "the greatest trust".

Aspect of verb, e.g., = H (line 7) indicates that this verb is being used with habitual meaning; such data will facilitate the study of tense and aspect in verbs and participles.

Lexical units--the colon: signifies that this word together with the word whose number follows the colon constitute a lexical unit (an "idiom") and together give the meaning indicated on this line.

Punctuation--The actual punctuation of the text is reproduced here, usually with the word it follows: thus, this sentence ends with ,...(line 13). This will permit studies on the relationship of punctuation marks to syntactic structures.

Other data included are: usages not found in Han Wehr's Dictionary of Modern Written Arabic; any syntactic device used to connote emphasis.

[illegible]

## Appendix II

الترابط بين الاساليب النثرية والنظريات اللغوية في العربية  
\* بعد الحرب العالمية الثانية

راجي الرموني

جامعة ميشيغان

لهذا المقال غایتان : الاولى منهما استعراض الاساليب النثرية المستعملة في العربية الفصحى في فترة ما بعد الحرب العالمية الثانية . وثانيهما مطابقة تفسير ما نلاحظه من ارتباط بين هذه الاساليب النثرية والتطورات التي اصابته النثر العربي من ناحية الشكل والضمون في هذه الفترة .

وقبل البدء في الموضوع ، اود ان اذكر بأن هذا المقال مبني على دراسة لغوية يقوم بها معهد الابحاث في اللغة والسلوك اللغوي Center for Research on Language and Language Behavior التابع لجامعة ميشيغان في الولايات المتحدة الامريكية . وتهدف هذه الدراسة الى معرفة التطورات النحوية التي طرأت على النثر العربي في الثلاثين سنة الاخيرة . ويشارك فيها الاساتذة التالية اسماؤهم : الدكتور ارنست مكاريوس من جامعة "ميشيغان" والدكتور والاس ايمرون من جامعة "جورجتاون" والدكتور بيتر عبود من جامعة "تكساس" ، بالإضافة الى كاتب هذا المقال . ومن الجدير بالذكر اننا قضا بهذه الدراسة وفق الاسلوب العلمي ، فلقد بحثنا نستشير بعرف الاساتذة والمختصين في اللغة العربية وادابها في الولايات المتحدة والعالم العربي ، والمالين منهم تزهدنا باسماء ، ٤٠ كاتباً عربياً مشهوراً من كتاب النثر الذين يمثلون فترة ما بعد الحرب العالمية

\*Article submitted for publication in a Lebanese literary journal; translation follows.

الثانية ، مع ذكر اهم موفقات كل كاتب يذكرون اسمه . وقد ضمت القوائم التي تسلمناها اسماء كتاب نائشرين من معظم انحاء العالم العربي ، كما اشتملت على موفقات تشمل شتى انواع النشر العربي الحديث : كالقصة والاقصوصة والرواية التمثيلية والنقد والخطابة والصحافة والتراجم والمقالة بانواعها الادبية والاجتماعية والسياسية ، الى غير ذلك من الموضوعات الفلسفية والتاريخية والعلمية والفنية والدينية التي نمت في هذه الفترة .

واستنادا على هذه القوائم ، وقع اختيارنا على ٢٦ كتابا يمثلون ١٢ قطرا عربيا ، كما اخترنا ما بين كتاب الى ثلاثة كتب لكل مؤلف ، معتبرين في ذلك اهمية الكاتب وشهرته والمواضيع الادبية التي يتميز بها . وبذلك توفر لدينا عدد من الكتاب والكتب يمثل الفترة التي نود بحثها تمثيلا صحيحا وعادلا .

ومنهجنا في البحث هو تحليل ما لا يقل عن ٢٥٠٠ صفحة من النشر وتصنيفها تصنيفا لغويا دقيقا يعتمد على وصف شامل لكل جملة مع مركباتها المرتبطة بعضها مع بعض وكذلك مفرداتها . وتتميز دراستنا هذه باستعمال الطرق والاجهزة العلمية الحديثة في تحليل وجمع المعلومات المراد دراستها ؛ اذ بعد القيام بتطبيق التحليل اللغوي الدقيق ، تخزن المواد المحللة في الة محصية (computer) تقوم بعدها باعطائنا ما نريد دراسته من تراكيب نحوية وغيرها ، بعد تصنيفها وفرزها لنا بالطريقة التي تناسبنا .

وقد كشفنا لنا بعض الكتابات الثريسة التي تم تحليلها حتى الان من استعمال ثلاثة انواع من الاساليب في النشر العربي الحديث . ولا بد لي قبل التحدث عن هذه الاساليب ان اوضح بان

التقسيم بينها مقصود منه التعميم والشمول لا غير ؛ حيث انه من الصعب في هذه الفترة تصنيف الاساليب او الكتاب تصنيفا قاطعا او وضع حد فاصل بين كل اسلوب وآخر ، بسبب كثرة تداخل هذه الاساليب بعضها في بعض واستعمال الكتاب في كثير من الاحيان لاكثر من اسلوب معين ، كما سنرى فيما بعد . وهذه الاساليب هي :

- ١٠ - الاسلوب المسهل الحديث الذي تغلب عليه البساطة وحرية التعبير . يستخدم هذا الاسلوب الجمل والتراكيب المسهلة التي تشتمل على لغة مبسطة قريبة من مفاهيم العوام . وهدفه الرئيسي من ذلك وصف الحياة الواقعية على طبيعتها والتعبير عنها بحرية وانطلاق . كما انه يستعمل احيانا الالفاظ والعبارات العامية او الاجنبية المألوفة ، قاصدا من وراء ذلك تثقيف الجماهير الشعبية وخدمة مصالحه . وقد اصبح هذا الاسلوب شائعا اليوم خاصة بين طبقة الكتاب الناشئين ، وفي المؤلفات التي ظهرت اخيرا لبعض الكتاب الذين ظهرت قبل الحرب العالمية الثانية ولا يزالون يكتبون حتى اليوم ، امثال يوسف السباعي ، احسان عبدالقدوس ، توفيق الحكيم .

وبغير مثالين لهذا النوع من الاسلوب القطعتان التاليتان .  
القطعة الاولى مختارة من كتاب "نحن لا نزرع الشوك" للاديب  
يوسف السباعي (الجزء الاول ، ص ٢٨٢ ، ١٩٦٨) :

"ولم تطل جلسة سيدة بجوار ام عطوة .. ونهضت تودعها  
قائلة :

- كتر خيرك يا خالتي ام عطوة .
- ومدت ام عطوة يدها بقطعة من الحلوى وهي تجيب قائلة :
- الله يحافيكسي يا بنتي .. خذي هذه على ما قسم .
- كتر خيرك يا خالتي ام عطوة .
- واصمت سيدة انها تود ان تمنح ام عطوة شيئا ولكنها

كرهت ان تجرح شعورها باعظائها ثمن الطوى • فعدت يدها الى  
الفجل قاتلة:

- عايزة حزه تين فجل يا خالة •  
- خذي ما تريدين يا بنتي •  
واخذت سيدة حزمتي الفجل ووضعت يدها في جيبها واخرجت  
قرشا من العمدية التي منحها اياها اهل البيت •  
وتسائلت ام عطوة في استنكار :  
- ما الذي تفعلينه يا سيدة ؟  
- ثمن الفجل يا خالتي ام عطوة •  
- عيب يا سيدة • عيب يا بنتي •  
- لسم يا خالة ؟ •• لقد اخذت ثمنه من الذين اعمل  
عندهم ويجب عليك ان تأخذه ••

- وانني ما يستهلوا •• دول حزميتين فجل •  
- خذي يا خالتي ام عطوة •• ده عرقك •••  
والقطعة الثانية مختارة من كتاب "انسا حرة" للكاتب  
احسان عبدالقدوس (الطبعة الثالثة ، ص ٥٣ - ٥٤ ، ١٩٥٨) :  
"وجاء احد الطلبة - طلبه الجامعة - وجلس بجانبها على  
مقعد الحديقة وقال كانه صديق قديم :  
- حضرتك نسي اي كلية ؟

ونظرت اليه والى ياقته العاليه وطربوشه الطويل وقالت  
وكانها تتحدى :  
- انا مش في كلية •• انا مش في الجامعة خالص !  
وقال وهو يحاول ان يبدو خفيف الدم :  
- انا كان قلت مش ممكن واحدة بالجمال ده تدخل الجامعة ••  
اللي عندنا كلهم بعيد عنك نقاوه •• اللي ما تنفعش للجواز  
يدخلوها الجامعة !



ولم ترد ، وادارت راسها عنه لتخفي اشمزازها .. لقد كانت تعتقد ان طلبة الجامعة ارقى في عقليتهم من ان يتفوهوا بمثل هذا الفزل الرخيص ، وكانت تعتقد ان بنات الجامعة اكثر احتراما بين زملائهم من ان يقال عنهن هذا القول !  
وعاد يسالها :

- امال حضرتك بتروحي مدرسة امه ؟

ولم ترد ايضا ، فقال :

- ما دام شايلة شـنطة تبقي لازم بتروحي مدرسة ..

وقالت متهكمة :

- يا سلام على النباهة !

- ولسه ياما حتشوفي من نهايتي ، بس قولولي المدرسة

تبقي فين وانا اقولك طى طول اسمها امه ..

- وليه التعب ده كله .. اسمها مدرسة السنينة .

وتمثل لنا هاتان القطعتان الخطوات الواسعة التي خطاها

الاسلوب السهل للوصول الى مفاهيم الجماهير الشعبية من

طريق استعمال لغة بسيطة وواضحة كل الوضوح . ومن الملاحظ هنا

ان هذا النوع من الاسلوب يستعمل المفردات وانتماء الى العمامة

والاجنبية على حد سواء ل اظهار الشخصيات والحوادث على

طبيعتها . وهذا مما زاد في سلاسة وسهولة فهمه .

الاسلوب الوسط النقي الذي يلتزم حد الاعتدال من ناحية ٠٢

اختيار المفردات وصياغة العبارات والجمل . ويهدف هذا

الاسلوب بشكل عام الى تخليص النثر العربي الحديث من

الاعتماد على العقائد والعواطف ، وما تجر اليه مثل هذه

الامور من استعمال اسلوب السجع والزخرف التقليدي . اذ انه

بدلا من ذلك يستعمل لغة عربية سليمة صالحة لا يشوبها كثيرا

استعمال العمامة او العبارات الاجنبية كالاسلوب السهل .

ولما كان اصحاب هذا الاسلوب يحاولون دائما ايجاد نوع من التوازن بين الشكل والمضمون ، فقد جاء اسلوبهم خاليا من التراكيب اللغوية المعقدة التي تعتمد على المحسنات البديعية وكذلك التراكيب العربية الضعيفة او الاجنبية التركيب . وانصار هذا الاسلوب هم مزيج من الكتاب الذين ظهروا ونفجوا قبل الحرب العالمية الثانية وظلوا يكتبون بعدها ، وبعض الكتاب الذين ظهروا بعد الحرب ، ومنهم : طه حسين ، ميخائيل نعيمة ، احمد الزيات ، عباس العقاد ، ماريون نبود ، احمد امين ، محمد حسين هيكل ، سهيل ادريس ، نازك الملائكة ، ساطع الحصري ، ويعرف كتابات نجيب محفوظ و محمود تيمور .

ومن النثر الحديث الذي يتميز بجودة لغته وحسن تعبيره وعنايته بالشكل والمضمون معا النموذجان التاليان . فن كتاب "اديب" للدكتور طه حسين (ص ١٤٧ ، ١٩٦١) ما يلي :

"انا اكتب لك من باريس بعد ان اقامت فيها اقامة الساكن المستقر لا اقامة الزائر العلم . فقد زرت باريس في الصيف ، لكنني لم اقم فيها الا يومين اثنين لقيت فيهما ،راقب البعثة وعرفته بنفسه ، وقلت له وسمعت منه ، ثم استأذنته في ان اترك باريس حتى ينقضي الصيف . ولم ير في ذلك بأسا ، ولعله رأى فيه خيرا . فقد كان يحب الا القى المصريين لاول عهدي بفرنسا ليصح تمريني على اللغة وحسن حديثي الى اهلها وفهمي عنهم . وقد زعمت له اني احب ان اعود الى ساحل البحر الابيض المتوسط لان جوّه قريب من جو مصر ، فلم ينكر ذلك ولم ير به بأسا ، ولكنه نهاني عن مارسيليا وزين لي مدينة قريبة منها على ساحل البحر ايضا هي مدينة "كان" . فظهرت الطاعة له والقبول لرأيه . والغريب انه منحني اجر السفر على حساب الجامعة للذهاب والاياب .

وتركنه وتركت باريس ! ولكنني لم اذهب الى "كان" ولم انزل  
في الفندق الذي سماه لي من فنادقها الا بعد ان مررت  
بمرسيليا .. واقمت في فندق جنيف اياما ، واستوثقت من انني  
لن اكون وحيدا في "كان" .

ولم لا ؟ ان لفرنند وان كانت خادما الحق في ان تستريح  
وتعطى كما يستريح السادة ومضافون . وما يمنعها ان  
تستريح وتعطى اسبوعين حيث استريح انا واصطفاي [ ]  
ومن كتاب "بيت سيء السمعة" لنجيب محفوظ (ص ٢١٨ -  
٢١٩ ، ١٩٦٥) القطعة التالية :

"دخل حسن من احد الابواب فخطب طويلا من حجرة الى  
ممر ومن ممر الى سرداب ومن سرداب الى نفق ، وتيار  
الحائرين يصادفهم في شتى الاتجاهات . ولم ينقطع  
لحظة واحدة الضحك او الغضب او التعليقات . وتوقفت سعاد  
وهي تقول في رجاء :

- انرجع .

فذلك قائلا :

- ماذا يعني الرجوع او ماذا يعني التقدم ؟ نحن

نسير فدا ..

- لا تذكر من اين اتيت ؟

- كلا .

- وايضا لا تدري اين تذهب ؟

- هذا واضح .

- اي تنتهد ؟

- انك بك وضجرت .

- لن معا وفي هذا ما يكفي .

- لا اسمع اصوات الغميط ؟

- وأصول الضحك ؟

- سنتخبط حتى موعد الاغلاق .

- سر اللعبة لا يمكن ان يعرف في اول جولة فليس

امامنا الا ان نجرب حظنا " .

من ابرز ما نلاحظه في هذين النموذجين واشالهما استعمال لغة عربية صافية قادرة على التعبير عن افكارنا ومشاعرنا بدون تكلف زائد في اللفظ او المعنى ، وبدون ان ننزل الى مستوى اللغة العامية او ما يقاربها . فكان اصحاب هذا الاسلوب يريدون رفع مستوى القراء الى اللغة الوسطى التي يستعملونها . وما يجدر ذكره هنا انه بالرغم من ان معظم كتاب هذه الفترة التي نحن بصددھا يحاولون نوعا ما تسهيل لغتهم وجعلها في متناول الجميع ، الا اننا لا نزال نجد هذا الاسلوب الوسط شائعا اكثر واصحابه لا يزالون في الطبيعة . فقد تصدرت الفواثم التي تسلمناها اسماء بعض الكتاب الذين يكثر من استعمال هذا الاسلوب دون غيره ، مثل : طه حسين ، ميخائيل نعيمة ، محمود تيمور ، احمد امين ، سهيل ادريس ، وغيرهم .

٣٠ الاسلوب المكدّد المجدّد الذي تسيطر عليه الزخارف اللفظية والمحسنات البديعية . وتكثر في هذا الاسلوب الجمال والترتيب التي تشتمل على التشابيه والمجازات الى غير ذلك من الامور التي يستعملها الكاتب لاغراض بلاغية وبيانية . ومع ان هذا الاسلوب لا يزال يسير على نموذج اسلوب السجع والبديع التقليدي ، باستعماله اللغة المحشوة بالانفاظ المختارة والدلالات المبهمة والعبارات الرمنية ، الا انه مائل بالتيارات الكتابية الحديثة ، خاصة فيما يتعلق بالتحليل النفسي والاجتماعي والوصف الدقيق واستعمال التنقيط حسب المعنى دون التقيد بالقواعد

التقليدية المرسومة . ومن مميزات هذا الأسلوب استعمال التراكيب اللغوية البليغة ، ومحاولته احياء بعض المفردات العربية القديمة ، وتوسيع باب الاشتقاق في اللغة . وقد اصبح هذا النوع قليل الاستعمال لدرجة ملحوظة في هذه الايام ، اذ انني لم اعثر حتى الان الا على كتاب واحد يمثل هذا النوع من الأسلوب ، وهو كتاب "الشخصيات العشرون" لمحمد تيمور (١٩٦٩) . ومن الكتاب المذكور القطعتان الساليتان . يصف محمود تيمور في القطعة الاولى (ص ٩ - ١٠) لطفي السيد بقوله :

"انه فكرة اكثر منه جسدا ، وعقل اكثر منه مادة ، وقوة تحس اكثر منه خلقا يلهم..."

انه ادنى شبيها الى الخط المستقيم الذي هو اقرب بعدد بين نقطتين . ولكنه ليس بالخط السطحي ، يجري به المداد على القرطاس..."

هو خط متغلغل يصل الى اعلى الاغوار من الفكر الانساني الامهل .

خط مستقيم لا غير ..

خط سريع الحركة ، يندفع من نقطة البدء الى نقطة الانتباه ، كتيار النور ، شديد التألق ، يبلغ الهدف كالذئفة الصائبة .

اذا لمحت هذا الخط يرف في سماء الفكر ، اغناك عن خطوط كثيرة أخرى ، تزدح حينا وتتعرج حينا ، وتلف هنا وهناك ، بحسب الغافل ان في امتدادها والتوائها وتداوبها سر عظمتها ، ولكنه في الحق لا يصيب منها غير اخفاق التجربة ، وضبعة الوقت ، وسوء التعبير .

انه كلمة واحدة ...

لفظ غني ، يزرع بكبار المعاني ، فيه غناء من مقال ومقال ...

وفي القطعة الثانية (ص ٤١ - ٤٢) ، يصف لنا الكاتب

النزعة القضائية في شخصية احمد امين :

"وانت لو تصفحت مختلف الجوانب من شخصية "احمد امين"

لطالعت عينك صورة قاض تتوضح فيه نزعة القضاء بأوفى ما فيها

من حلال الدقة والوزن والنظام ، واكرم ما فيها من خصال

النزاهة والعدالة ومقظة الضمير .

انه قاض في خاصة شأنه مع نفسه ، قاض في حديث

مجلسه ، قاض في الجامعة استاذاً ، وعلى مكتبه رئيس عمل ،

قاض في معاملاته مع الناس بين قريب وبعيد ، قاض فيما

يجري به قلمه من مباحث ودراسات وخطوط ...

وقد عرفت الاقدار نزعته القضائية في بواكيرها ، حين

شب شبابه ، فارادت له ان يكون احد قضاة الشرع ، يصل

فيما هنالك من خصوصية ونزاع ... ولكنه لم يمكث في منصب

القضاء طويلا ، فترك ذلك الميدان المحدود ، ليكون قاضيا

طليقا لا تاف به قيود المهنة عند غاية ، ولبت في دنياه ،

على اختلاف مناصبه ، وتنوع مجالات نشاطه ، تملكه نزعة

القضاء ، وتهيمن على فكره ما وسعها ان تهيمن .

وهذه النزعة القضائية قد وسمت حياة الرجل في

مناحيها العقلية والاجتماعية بسمة الاعتدال ... فهو

معتدل ابدا في علاقاته ووسائله ، لا يجمع في القسوة ،

ولا يتراخى في اللين . يحب حين يحب هونا ما ، ويبغض

اذا ابغض هونا ما . انبأى ما يكون عن التعصب والتحزب ،

آنف ما يكون للسرف والتطرف ، اميل ما يكون الى المودعة

والعسنى !

والعجب العاجب في شخصية "احمد امين" ان نشأته

قد اكتنفها كل دواعي التحفظ ، من معتقدات راسخة ،

وتقاليد صارمة ، وتعاليم جامدة ٠٠٠ ولكن فكره توهج والنمح  
وسط ذلك كله ، كما يتلألأ الجوهر النقي ، وخرج يلتمس الطلاقة  
في الافق الرحيب ٠٠٠ فاذا التمسنا الان حرية الفكر بين  
القادة الاعلام ، الفناء منار الطريق ٥٠

وقبل الانتقال الى القسم الثاني من هذا المقال ، اود ان  
اكرر مرة اخرى بشأن الفصل بين هذه الاساليب واصحابها بشكل  
دقيق غير متيسر ، خاصة عندما نجد ان بعض الكتاب الناضجين في  
ايماننا هذه يستعملون مزيجاً من اسلوبين او اكثر . فمحمود تيمور  
مثلاً يستخدم الاسلوب المتكلف احياناً والاسلوب الوسط احياناً اخرى .  
ونجيب محفوظ وتوفيق الحكيم وحليم بركات يستعملون الاسلوب الوسط  
النقي احياناً مطعماً بالاسلوب السهل الحديث . واستعمال الكتاب  
لهذه الاساليب الثلاثة يختلف باختلاف الادباء انفسهم ومقتضيات الاحوال  
ونوعية الموضوعات التي يعطونها في كتاباتهم .

والان ، بعد هذا الاستعراض الشامل للاساليب الادبية النثرية  
المعاصرة ، انتقل الى الحديث عن مدى تأثير هذه الاساليب على  
النثر العربي المعاصر من ناحية الشكل والمضمون . وسأبدأ  
بالتطورات الشكلية . وهذه التطورات على انواع :

١ . التطورات المتعلقة بالمفردات المستعملة ، وتشمل هذه التطورات

ما يلي :

أ - المفردات العربية الغير مألوقة ، كالمفردات

التي يستعملها محمود تيمور في كتابه "الشخصيات  
العشرون" . وهي مفردات عربية فصلى نظم بعض  
الاسماء والمفردات والافعال النادرة الاستعمال ، مع  
انها موجودة في طوايا القواميس . مثل : اسانيد ،

كواثن ، تحايا ، طرآق ، افاكيه ، حواظ ، رحائب ،  
 لقاة ، نشطة ، مظنة ، مشخ ، حال ، جاحم ، متطامن ،  
 عاجب ، اذكر ، تعاصى ، اعصر ، يفتح وغيرها ،  
 ب - المفردات العربية العامية التي يغلب وجودها في  
 الكتابات الشعرية التي تستعمل الاسلوب البسيط ،  
 خاصة في مواقف الحوار والمناقشة بين شخصيات  
 القصة او الرواية التمثيلية . وقد اصبح استعمال  
 العامية الان امرا طبيعيا عند بعض الادباء  
 النافرين المعاصرين ، امثال : احسان عبدالقدوس ،  
 توفيق الحكيم ، يوسف السباعي ، وغيرهم . اذ  
 توجد هناك امثلة كثيرة من المفردات والتعابير  
 العامية في كتاباتهم القصصية او المسرحية ،  
 كالمثلة التي وردت في القطعتين المختاريتين ليوسف  
 السباعي واحسان عبدالقدوس اثناء الكلام عن الاسلوب  
 المسهل الحديث . (١)

ج - المفردات الاجنبية التي اصبحت بعد تعريبها  
 واستعمالها اكثر الفة وشيوعا من نظائرها  
 بالعربية . وتضم هذه المفردات اسماء الالات  
 والاجهزة الحديثة الظهور ، وكذلك بعض المفردات  
 والاصطلاحات العلمية . ويتوقف استعمال هذه  
 المفردات على نوع الاسلوب وثقافة الاديب . فاصحاب  
 الاسلوب المسهل مثلا يستعملونها بكثرة حتى ولو  
 كانت نظائرها في العربية شائعة . كما يستعمل  
 اصحاب الاسلوب الوسط منها ما كانت نظائرها

(١) انظر ص ٢ - ٥ من هذا المقال .



في العربية لا تعطي المعنى الدقيق • اما الاسلوب  
 المتكلف فاستعماله لها نادرا • والقطعة التالية  
 من كتاب "العائد" للاديب خليل تقي الدين (ص ٨٢ ،  
 ١٩٦٨) تعطينا فكرة واضحة عن استعمال المفردات  
 الاجنبية بعد تعريبها في القصة العربية الحديثة.

"كانت عينا سلمان تلتهمان الحديد التهاما ،  
 وتنظران الى زنود العمال وقد لطخها الزيت  
 نظرات حب وحنان • ظلفت فضوله صاحب الكاراج فسأله  
 ما شأنه • وقال اني اطلب عملا •

— وهل لديك خبرة بالسيارات ؟

— كلا • لكنني ميكانيكي •

— واين تعلمت الميكانيك ؟

قال سلمان وقد رقت عيناه رقيقا سريما متصلا :

— في بعقلين • كان عندى مطحنة وموتور •••

ولم تضر فترة وجيزة على وجود سلمان في

الكاراج حتى تفوق على جميع رفاقه ، وتعلم سوق

السيارات بسرعة مذهشة • ووثق رئيسه به فكان

يختمه دون سواء بالعناية بسيارات الدوات ، وابناء

الدوات •"

٢٠ التطورات المتعلقة بالعبارات والجمل العربية المتأثرة باللغات

الاجنبية من ناحية اشتقاق واستعمال بعض مفرداتها ودلالاتها

اللفظية • ويحيل الى استعمال مثل هذه العبارات والجمل بعض

الكتاب الذين تنقلوا او عاشوا في الغرب ، من امثال : حليم

بركات ، جبرا ابراهيم جبرا ، لياس ، حليبي • ومن امثلة

هذا النوع ما يلي :

'He took the plane' اخذ الطائرة

'Programmed learning' التعليم المبرمج

الحقل العلمي	'The scientific field'
الليل المكوّكب	'The starry night'
سماء مكوكبة	'A starry sky'
لقولبة الانسان	'to mould man'
غيبوبات جمالية	'delectable trances'

- ٢٠ التطورات اللغوية المتعلقة ببعض التراكيب النحوية ، خاصة استعمال ومعنى بعض الادوات الموجودة في هذه التراكيب .
- فلقد لاحظت مثلا ان العربية المعاصرة تستعمل بعض التركيبات المشتقة على ادوات النفي التي اصابها بعض التغيير بخصوص المعنى والاستعمال . فقد اكتسبت بعض الادوات معاني جديدة ، وتوسعت معاني البعض الاخر ، كما ان بعضها قد قل استعماله لدرجة واضحة . فالتراكيب المشتقة على اداة النفي "لما" التي تدل على نفي الحدث في الزمن الماضي المتصل بالزمن الحاضر اصبحت الان قليلة جدا ، حتى انني لم اجد الا ثمانية امثلة منها في ٢٥ كتابا تفحصتها . ومن الجدير بالذكر ان هذه الامثلة ظهرت في كتابات طه حسين وميخائيل نعيمة ومحمود تيمور ومهدى الخزومي ، وجميعهم من الكتاب الذين ظهوروا ونفجوا قبل الحرب العالمية الثانية .
- ومن جهة اخرى ، اكتسبت "لم" التي تعمل لنفي الحدث في الزمن الماضي معنى جديدا للنفي ، وهو المعنى الذي كانت تدل عليه "لما" . اذ انني وجدت كثيرا من الامثلة المشتقة على ادوات النفي "لم" الدالة على نفي الحدث في الزمن الماضي المتصل بالزمن الحالي ، كالامثلة التالية :
- "لم ياتوا بعد ، حتى الان لم تفهمني ، لم تبلغ بعد العشرين ، ولم يبق اسي يومنا هذا سوى الدرام والكوميديا" .
- كذلك ، فان استعمال التراكيب النحوية على "هل" التي تدل

على الاستفهام الانكارى مع وجود نغمة النفي في الجملة اصبح قليلا جدا . فلقد وجدت خمسة امثلة فقط من هذا النوع في الكتب التي قراتها .

اما فيما يختص باداتي النفي "لات ، إن" فقد اصبح استعمالهما غير طبيعي او معدوما في الوقت الحاضر . وما اصاب باب النفي من تطور ، اصاب الابواب الاخرى من النحو . فلقد لاحظت ان التراكيب النحوية التي تصدرها الحال مثل "مسيرة الطائفة مسافرة" او تلك التي تفيد الحال فيها التشبيه افادة تبعية مثل "هجم القط اسدا" ، الى غير ذلك من التراكيب التي يكون معنى الحال فيها مؤكدا مضمون الجملة التي قبلها "خليل ابوك رحيم" ، قد اصبحت جميعها نادرة الوجود . (٢) اذ انني لم اشر على مثل لها بعد . كما ان التراكيب اللغوية التي يكون الحال فيها مدبرا لتعقيد المعنى والدلالة عليه بطريقة غير مباشرة قلت لدرجة كبيرة ، حتى انها اصبحت مقتصرة اليوم على الاسلوب المتكلف النادر . والمثالان التاليان من كتاب "الشخصيات العشرون" لمحمود تيمور (ص ٢٣) خير تفسير لذلك :

"لمحته على متكأ يجلس جلسة تنوضح فيها الوداعة واللباقة ، متراخي الاوصال ، قليلا على المتكأ شخصه الضئيل" .

وكذلك قوله في وصف احمد امين (ص ٦١) :

"انه قاهر في خاصه شأنه مع نفسه ، قاهر في حديث مجلسه ، قاهر في الجامعة اسنادا ، وعلى مكتبه رئيس عمل . . . ."

ليس المقصود مما اشرت اليه من تطورات هنا التعميم ، وانما ايضاح حقيقة واقعية تتعلق بالتطورات التي نمر فيها قواعد اللغة

(٢) الامثلة الواردة هنا مأخوذة من كتاب "النحو الوافي" لعباس حسن

(الجزء الثاني ، الطبعة الثالثة ، ص ٢٢٨ - ٢٨٥ ، ١٩٦٨) .

العربية المعاصرة • وسنشر بالتفصيل جميع التطورات اللغوية التي أصابت أبواب النحو المتعددة في مقالات خاصة بعد حصولنا على المعلومات الكافية ، وتحليلها تحليلًا علميًا دقيقًا ، معتدين على امثلة حية مستعدة من الكتب الأدبية الموجودة بين أيدينا الآن •

٤. التطورات المتعلقة بصياغة الجمل العربية وتركيب كلماتها واستعمال التنقيط على نموذج التيارات الحديثة في الكتابة • فكتيرا ما نجد اليوم بعض القصص والروايات التثيلية العربية التي لا يراعي أصحابها عند كتابتها أصول الضبط القديمة في التنقيط أو طول الجمل وتركيب اجزائها •

ان مجرد نظرة لكتابات احسان عبدالقدوس ، لطى بعلبكي ، حلیم بركات ، عبدالله القوي ، محمود تيمور ، وبعض روايات توفيق الحكيم الحديثة ، لتعطينا فكرة واضحة عن استعمال هؤلاء الكتاب وامثالهم جملا تتراوح في طولها بين كلمة واحدة الى سطر او اكثر • وما يستري الانتباه هنا مراعاة هؤلاء الكتاب اصول التنقيط الغربية الحديثة ، من وضع للفواصل والنقط وعلامات التعجب والاستفهام الى غير ذلك من الامور الدقيقة التي تسير بموجبها الاساليب الكتابية الحديثة • وعلاوة على ذلك فاننا نلاحظ ان بعض الكتاب الحديثين لا ينقيدون ببعض المبادئ الموضوعية التي تنص مثلا على اعطاء حق الاولية للفعل ، ما لم يكن هناك تركيز خاص على الفاعل في الجملة • فالفعل والفاعل عند حلیم بركات سواء في التقديم والتأخير • والقطعة التالية من كتابه "عودة الطائر الى البحر" (ص ٤٣ ، ١٩٦٩ ) توضح لنا ما سبق ذكره من تطورات :

"طه كنعان كان لا يزال في دار البلدية يحاول تنظيم المقاومة الشعبية • يولف فريقا من المتطوعين للدفاع عن القدس • يتصل بالتلفون طالبا السلاح • لا يتمكن من الاتصال باحد • موظفو التلفون تركوا • هربوا • يكره شعبه •

يحاول ان يحصل باخيه عصام في القدس . مستحيل . يتصل بعائلته . لا جواب . يفكر في انهم تركوا المنزل والتجأوا الى احقول . لا بأس . لا يخاف عليهم . زوجته تعرف كيف تدبر الامور . يثق بابنته عدلا . ينظر ببالة ابنه درويش . انه الوحيد بين ابنتين . يخاف عليه . يتشاغل . قنبلة تسقط قرب دار البلدية . الزجاج يجرح وجهه .

يتناول خالد عبدالحليم بندقيته في سبسطيه . يريد ان يلتحق بالمقاومة الشعبية . تعرضه امه الحاجة سليمة . لا يجيبها . يحدق اليها بغضب . يزداد غضبه عندما تذكره انه الوحيد الذي يمكن الاعتماد عليه في العائلة . يزيحها من طريقه دون ان يقول شيئا . تتمسك به . تصرخ : لمن تترك زوجتك وبنتك واختك خميرية وابنها واولاد اخذك ؟؟

ان الدارس لمثل هذه التطورات التي حدثت في الاساليب الادبية الشعرية وما سببته من تطورات لغوية في الشكل والمضمون ، ليجد انها جميعها طبيعية في مسلكها ، دعت اليها ظروفنا المعيشية ، ومتطلبات حياتنا المعاصرة . فالمحيط الذي نعيش فيه بما فيه من مؤثرات اجتماعية وثقافية وسياسية ، هو الذي يطلي علينا ما نكتب . ونتيجة لذلك فانه مهما يكن اليوم من اختلاف في الاساليب المستعملة ، فانها جميعها تتلام مع محيطنا ولغتنا وواقعنا . وفي الحقيقة ، ان جميع هذه الاختلافات في الاساليب والتطورات اللغوية التي حدثت نتيجة لها ، لن تدل دلالة واضحة على مرونة اللغة العربية المعاصرة وطواعيتها بشكل يجعلها قادرة على التعبير عن كثير من الافكار والمعاني بدقة وحق ، وبدون عسرا ومشقة .

ان التنوع في الاساليب الادبية الشعرية المعاصرة كما شاهدنا ، قائم على اساس استعمال اللغة للتعبير عن مختلف المستويات الاجتماعية والثقافية . وما دام ادباؤنا المعاصرون يراعون الاس

الادبية الحديثة في معالجة مواضيعهم ، وتصور الحياة الاجتماعية والادبية كما يرونها باعينهم ، ويسعون جميعا اما لخدمة الجماهير التي يخاطبونها او لخدمة الثقافة العربية والفن الذي يمثلونه ، فليس من الضروري اذن ان يكتبوا جميعا بأسلوب واحد ومن اجل هدف واحد . اذ لو فعلوا ذلك لاتسم ادبنا بالضعف وضيق المجال ، بدلا من القوة والانساع .

هذا فيما يخص بالاساليب الادبية الثرية ، اما فيما يتعلق بالموثرات التي ادخلتها التيارات الادبية الحديثة على النشر العربي من معالجة جديدة للمواضيع ، واستعمال التقنيـة وصياغة الجمل ، الى غير ذلك من استخدام المفردات والمصطلحات الاجنبية بعد تعريبها او اشتقاق كلمات عربية جديدة على شاكـلة اخواتها في اللغات الاجنبية ، فهذا ما لا يعيب لغتنا العربية المعاصرة او كتابها الناشئين . فاليمان بالتجديد والتحرر ، والملاءمة بين كتاباتنا وحياتنا المعاصرة وما يوتر فيها من تيارات حديثة في الكتابة والتعليم ، كلها اشياء ضرورية اليوم . ففيها فائدة لنا ، وتنهرا لاذهاننا ، وغذاء لادبنا ، وقوة للغتنا .

ان الجمع العلمي القاهري يحاول جاهدا الان ايجاد نظائر عربية للمفردات والمصطلحات الاجنبية . فاذا جاءت هذه النظائر العربية في وقت مبكر استحسنها الكتاب واستعملوها ، وبطبيعة الحال يستسيغها القراء ويقبلونها . اما اذا كان مجيئها في وقت متأخر ، او انها لا تعطي المعنى الدقيق الذي تعطيه المفردات الاجنبية ، خاصة فيما يتعلق باسماء الآلات والاجهزة العلمية ، والمكتشفات الطبية والفنية ، فاستعمال المفردات الاجنبية نفسها بعد تعريبها يصبح مألوفنا اكثر ، لما فيه من دلالات وافية وواضحة للالفاظ المستعملة .

كذلك ، فان استعمال اللغة العامية في بعض القصص والمسرحيات الحديثه لتصوير الحوادث والاشخاص تمويها واقعيًا أكثر منه خياليًا ، المكسب طبيعي جديد يجعل ادبنا ينطق بالحياة الحقيقية . وسواء كانت هذه الظاهرة مستقاة من الاداب الاجنبية او نتيجة لحركة التطور الطبيعي التي يمر فيها الادب العربي والاداب العالمية جميعا ، فانها ولا شك ظاهرة سليمة ، قوية في مسلكها وهدفها . وقد لا ينجم منها خطر ما دام استعمالها مقصورا على مواقف النقاش او الحوار لاغراض ادبية محضة .

ان الخوف الذي وقع فيه بعض الكتاب والنقاد في الاونة الاخيرة من ان استعمال الاساليب السهلة التي تستخدم العامية وبعض المفردات الاجنبية ، هو فساد للغة العربية وهدم لقواعدها النحوية ، لخوف مبني على الوهم لا الواقع . فاهتمام اصحاب الاسلوب السهل بالضمون ومراعاتهم للطبقات الشعبية التي يكتبون لها ، ليس فيه قضاء على اللغة العربية وقواعدها ، وانما تبسيطها وجعلها مناسبة للمستوى الثقافي والذهني لهذه الفئات . اذ ان كل ما يحصل في هذه الحالة هو عدم استعمال التراكيب اللغوية التي لا تعبر عن افكارنا تعبيرًا واضحًا وبطريقة مباشرة . وما شاهدناه من تطور في استعمال بعض تراكيب النفي والحال في الكتابات الثرية المعاصرة لخوسر برهان على ذلك . فعدم ميل الكتاب الذين يستعملون الاسلوب السهل الى استعمال ادوات النفي التي تدل على النفي بطريقة غير مباشرة ، كمدلول النفي المستفاد من النغمة عند استعمال "هل" ، او الاحاطة بمعنى الجملة الكلية مع اعتبار ما قبلها وما بعدها عند استعمال "لات ، ان" ، او احلال اداة النفي "لم" محل "لما" للدلالة على نفي الحدث في الزمن الماضي المتصل بالزمن الحاضر - لما في ذلك من وضوح وزيادة بيان - كل ذلك لم ولن يضر باللغة العربية او يخل بقواعدها النحوية . ونفس الشيء يقال من تجنب اصحاب

الاسلوبين السهل والوسط من استعمال الطال في صدر الجملة او استعمالها مشبهة بالمفغة ، الى غير ذلك من المواقف البلاغية التي ينصب اهتمام الكتاب فيها على الشكل والزخرف بدلا من نقل المعنى بصورة واضحة وسهلة .

مجل القول ان النشر العربي بعد الحرب العالمية الثانية يمر في دور الاستقرار التام . فمن ابرز ما نلاحظه في الشواهد الواردة في القسم الاول من هذا المقال تطور الاساليب والموضوعات الشعرية تطورا يساير روح العصر الحديث . ومع ان هذه التطورات قد بدأت بالظهور ابان الحرب العالمية الاولى ونمت قبيل الحرب العالمية الثانية ، الا انها نضجت واستقرت في السنوات التي تلت الحرب الاخيرة . فبعد ان كنا نجد التشاحن والبغض والمعارضة تسود بين مجموعات الكتاب فيما قبل الحرب العالمية الثانية ، نرى ان كل ذلك قد انعكس الى تضامن وتفاهم وتغارب فيما بعدها . وبعد ان كنا نجد بعض الكتاب فيما مضى متمسكين بالتقليد والمحافظة وغيرهم متحمسين للتجديد والابتكار ، نرى معظم الكتاب اليوم يستقون من المبادئ الكتابية العصرية ، حتى اولئك الذين لا يزالون يحتنون الى استعمال الاسلوب التقليدي القديم . وبذلك تسنى للنشر العربي اليوم الاتصال المباشر بحياة الناس وما يوتر فيها من عوامل نفسية واجتماعية وسياسية . فظهرت فيه روح البحث والتحليل واتجه اكثر فاكثر الى العناية بالضمون والشكل معا . وقد اصبح التقارب واضحا اليوم بين طبقات الكتاب حتى اننا نجد البعض منهم يستعمل اساليب متنوعة لا اسلوبا واحدا ، حسب ما تقتضيه الظروف ومناسبات القول . ونتيجة لذلك اصبح من الصعب ، كما املفت ، التمييز بين طبقة واخرى الا عن طريق الشعور فقط .

ولقد راينا كيف ان هذا التنوع في الاساليب الكتابية العصرية ضروري لادبنا العربي وشعبنا العربي ، لانه يفتح الميدان لجميع الطبقات



الشعبية على اختلاف أنواعها وتفاوت ثقافتها ومفاهيمها كي تنهل منه كما تشاء . إذ انه ليس من العدل في عصر مثل عصرنا هذا ان تقصر ميدان الكتابة الثرية على اسلوب دون آخر ، او على فريق من الكتاب دون الفريق الاخر ؛ خاصة وان منطق الحياة المعاصرة وطبيعة الناس فيها يتطلبان ألوانا متنوعة من الادب لا لونا واحدا .

وما الشواهد التي اعطيتها اثناء الحديث عن النفي والحال الا امثلة قليلة من التطورات الواقعية التي اصابت نثرنا العربي المعاصر في متعدد نواحيه وابوابه . وتؤكد لنا هذه التطورات وامثالها وعي كتابنا المعاصرين الى ضرورة وجود نوع من المطابقة بين الاسلوب واللغة التي يستعملها الكاتب من جهة ، ويميز الكاتب واسلوبه ومناسبات القول من جهة اخرى . ووجود هذه المطابقة في الاساليب الثرية العصرية له اهميته الكبيرة ؛ إذ انه يفسر لنا بوضوح جميع التطورات التي تحدث ، كاستعمال او عدم استعمال بعض الادوات والتراكيب اللغوية حسب ما تتطلبه الاساليب والمناسبات معا .

ونمة كلمة اخيرة اود ان اختتم بها هذا المقال ، وهي انه اذا كان هدفنا ابقاء نثرنا العربي الحديث حيا ، مجاريا لحياتنا العصرية ، ومتجاوبا مع فريقتي الكتاب والقراء معا ، فما علينا الا ان نقبل بارتياح التطورات الحديثة التي اصابت نثرنا المعاصر واضفت عليه مونة في التعبير والتصوير ، وقدرتها على الوصف والبيان ، تأتيا من طريقة تركيب الجمل وترتيب عناصرها ، ومطابقة الاسلوب المستعمل لمقتضى الحال ، وعدم خروجها عن الاصول العامة المتبعة في كتابة النثر العربي . وفي الوقت الذي نجد فيه اى عمل ادبي نشري ضعيف الانشاء والتركيب بحيث لا يوجد ارتباط قوى بين اجزاء عناصره ، فما علينا الا ان ننذره ونحاربه سواء اكان اسلوبه بسيطا أم بليغا .

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## THE CENTER FOR RESEARCH ON LANGUAGE AND LANGUAGE BEHAVIOR:

### A SURVEY OF RESEARCH<sup>1</sup>

1965 - 1970

Beth Greene

The Center for Research on Language and Language Behavior (CRLLB) was founded on February 1, 1965 and has continued in operation for six years. As its initial objectives CRLLB proposed:

- (1) Basic research on language learning with people of all ages and levels of language functioning;
- (2) Activities leading to the preparation of techniques and materials to improve language learning;
- (3) Applied research involving the iterative modification and field testing of instructional techniques, materials and devices; and
- (4) Dissemination of information leading to the enhancement of research, development, and instruction in language learning.

Study of both formal and thematic repertoires in language functioning were to be conducted. Within the formal area of research such topics as discrimination of auditory and visual stimuli, differentiation of vocal and manual responses, and the integration of these repertoires were to be examined. Thematic explorations were to include analysis and specification of the verbal and non-verbal cues which serve to identify categories of utterances, the production of semantically and grammatically appropriate utterances, and the synthesis of these repertoires into the structure of normal language. Preparation of diagnostic and evaluative instruments, the development of standardized techniques and programmed audio-visual materials to aid in learning language skills were to be developed for the analysis and conduct of language learning.

To accomplish these selected research topics as well as other areas of concern, investigations focussed on speech perception and production, language functioning in normal and atypical populations, cross-linguistic variables in language usage, the development of mechanical devices to augment foreign and English as a second language learning, and the development of instructional materials and the field testing and dissemination of those materials.

Research and development activities have been directed fundamentally toward answering four kinds of questions about language: how does it operate (language processes); how does it come about (language acquisition); how can it be altered (language modification); what are its formal properties (language structure)?

#### Language Research Library

As an aid to CRLB personnel a Language Research Library was established. Planned as a reference library for linguistics and the psychology of language, it contains a good selection of basic reference and research materials. Approximately 1000 hard and soft bound books are available, the majority acquired between January 1966 and December 1967. Among this number are some important foreign and domestic research reports. An extensive collection of scholarly journals, numbering some 500, are currently received, many consecutively since 1966. These journals are utilized by both members of the Center and Language and Language Behavior Abstracts which shares the facilities. Included in the library are tapes (350), microfilms (315), and microfiches (500 DDC documents), as well as copies of all CRLB publications. Library resources are available to people who are not connected with CRLB; that is, University of Michigan faculty and students and visiting scholars at CRLB and the University.

#### Dissemination Activities

Dissemination activities have been a continuing major concern. Semi-annual reports have included interim and final reports of ongoing research activities spanning dozens of areas of investigation. During the past six years over 1000 requests for CRLB publications were received and reprints and reports supplied to domestic and foreign individuals and institutions. Most CRLB publications will continue to be available through University Microfilms, ERIC, and the University's Sponsored Research Editorial Office.

A significant Conference on Language and Language Behavior held in October 1966 included participation by Center members and invited scholars from other institutions. Attended by some 750 persons, the conference provided a forum for the interchange of ideas in all areas of language behavior (Zale, 1968).

#### Language and Language Behavior Abstracts

For CRLB in 1967, Language and Language Behavior Abstracts (LLBA) is a quarterly journal of studies published by The University of Michigan. It contains summaries of articles on the nature and use of language which were originally published in 25 different languages. More than 900 scientific journals, research reports, occasional papers, and periodic reviews from over 40 countries are regularly screened for relevant articles. Although much of this literature is relatively well known and of excellent repute in its country of origin, a large portion

is not widely disseminated and thus is not easily identified as a resource by potential users.

The function of LLBA is the identification and acquisition of this literature, the selecting and abstracting of articles dealing with language and language behavior, and the dissemination of these summaries to interested scholars and researchers throughout the world's scientific community. As a comprehensive journal LLBA deals with articles from about 30 disciplines including in its broad scope psycholinguistics, sociolinguistics and applied linguistics including second language learning, speech and hearing pathology and physiology, anthropology, educational and medical specialties.

LLBA has concentrated on overcoming rigid discipline orientation and limits of language and geography by the use of an interdisciplinary and international approach. By providing a central source of all research related to language and language behavior, methods and findings of one discipline are made available to researchers in other areas concerned with related problems. LLBA's international approach is an attempt to overcome communication barriers arising from geographical dispersion and language diversity by centralizing the literature.

#### Programmed Instruction as a Method of Teaching Languages

One of the goals of programmed instruction is to allow the student to work at his own pace and in so doing permit him to master a particular skill before advancing to other skills (Geis, 1966; Smith, 1966). Members of CRLIB investigated the role of the printed answer in programmed instruction (Geis, Jacobs & Spenser, 1965). It is generally accepted that the immediate feedback available in programmed instruction reinforces the learner.

This series of studies revealed that there is a trimodal distribution of answer observing in programmed materials. A few students look at every answer, a few look at no answers, and most students look at some of the answers. Furthermore the probability of a student observing an answer after having made an error was higher than after having made a correct response. Thus, observing answers when the student knows or suspects that he has made an error complicates the role of the answer as a reinforcer. He may be reinforcing his incorrect responding behavior (Geis & Nielsen, 1967).

A more positive view suggests that when subjects are uncertain as to the correctness of their answer, exposing the answer makes possible a correction on their part and increases the likelihood that they will emit a correct answer on the next occasion that such an answer is called for. This view is consistent with the guiding principles of programmed instruction. The high degree of redundancy in programmed instruction permits the student to correct himself and consequently learn the correct response.

It should be noted that no correlation was found between confirming behavior and performance. This finding suggests that students have unique personal response styles. In addition the particular mode of presentation of the correct answer (tab-pull, flip card, or successive frame) produced different amounts of answer observing but no differences in performance on post test measures of content.

To encourage and facilitate the use of programmed instruction and self-instructional techniques, a bibliography was prepared at the earliest possible date (Knapp, 1966). In addition, articles containing background information on programmed instruction and specific suggestions for applying the principles of programmed instruction to language courses were included (Brethower, 1966; Smith, 1966).

## Second Language Learning

### Arabic

Second language learning has been a major concern of CRLIB. One language area that was examined extensively was Arabic. When these investigations were begun, no satisfactory contrastive studies had been done on the phonology and prosody of American English and Arabic dialects, especially from a pedagogical viewpoint. Therefore, this area of study was of interest to both language teachers and linguists. Undertaken in 1966 by Kammury, a contrastive analysis of the prosodies of General American English (GAE) and Colloquial Jordanian Arabic (CJA) identified areas of difficulty that native Arabic speakers had when learning English as a second language (Kammury, 1966a, b). Problems of stress, rhythm, and intonation complicated the learning of English. Through carefully reinforced training, the native Arabic speaker was able to approximate the correct English prosodic patterns (stress, rhythm, intonation) which are quite different from those of Arabic. A distinctive part of this research was the use of the Speech-Auto-Instructional Device (SAID) developed at the Behavior Analysis Laboratory of The University of Michigan (Gutten & Lane, 1961). The SAID system, a computer controlled analyzer, provided immediate feedback to the student as he attempted to reproduce GAE prosodic patterns. Although SAID was time-consuming, expensive, and very demanding for the student, this technique enabled students to acquire more natural sounding GAE patterns.

A programmed course in Modern Literary Arabic (MLA) phonology and script has been developed at CRLIB by McCamus and Kammury. In 1967 research involving a word count of 11 MLA textbooks used in the United States was started (McCamus & Kammury, 1970). The main objective of this research was to provide a practical vocabulary base for a fully-programmed course in Arabic phonology and script (McCamus & Kammury, 1967). This was followed by a study involving a contrastive analysis



of American English (AE) and Modern Literary Arabic (MLA) and an analysis of the MLA writing system (McCarus & Rammuny, 1967). From this study, and the computerized word count of 11 MLA textbooks, three sets of instructional materials dealing with pronunciation, reading, and writing were drafted in 1967. These semi-programmed materials, entitled "Phonology and Script of Modern Literary Arabic" intended to teach Arabic phonology and script combined to native speakers of English (McCarus & Rammuny, 1966). The materials contain exercises especially constructed to train the student to make subtle discriminations in Arabic pronunciation and to interpret equally subtle written variations in Arabic script. Field tested at The University of Michigan, as well as at several other major educational institutions, the materials were reworked, retested, and in order to make them as widely usable as possible, the materials appeared in a fully programmed course entitled "A Programmed Course in Modern Literary Arabic Phonology and Script" in 1969 (McCarus & Rammuny, 1969).

Subsequently revised in 1970, these materials became the first of their type to teach Arabic phonology and script combined together in a programmed course. Such a course was badly needed in view of the increased use of modern audio-lingual techniques in the teaching of Arabic in this country. Included with the texts are coordinated tapes to provide an integrated approach to learning Arabic.

### Interference Variables in Language Learning

In learning a second language there are many interfering variables as well as variables that facilitate learning. Most research is concerned with the facilitating factors. However, at CRLB several variables which led to interference in second language learning were examined.

In one such experiment subjects were chosen who varied in their experience with French (no experience in any Romance language, second semester college French, native French speakers) to explore the relationship between foreign language experience and color word interference (Sisson, 1968). The task required subjects to state aloud the color of the ink used to print a series of color words on a white card. Interference occurred because the color of the ink and the color name were always incongruent. Previous research consistently revealed that performance time was fastest when subjects read a series of color words printed in black ink (W), somewhat slower when subjects named patches of color (C), and appreciably slower when they had to name the color of the ink used to print the color name (CW). This last case requires that the color of the ink and the color name must both vary and always be incongruent.

In this study the W condition consisted of four English color words printed in random series in black ink, the C condition presented an equal number of circles of the four colors, and the CW (Interference) condition presented the four color words in French printed in incongruent ink colors which the subject had to name by English color name. The

results indicated that when the color names were in French and the subject was required to name the ink colors in English, greater familiarity French was associated with greater interference in color naming.

Another study explored the intervening steps of bilingual speakers in a word association task which questioned facilitation and interference in bilingual performance--the degree of thinking in the foreign language (Riegel, 1970).

Ritchie (1968) considered interference as a basic problem of second language learning. He demonstrated the qualitative differences involved when speakers of different native languages learn English. The suggestion was made that training procedures in teaching phonology might be varied with respect to the native language of the learner to capitalize on phonological similarities. Systematic categorization of interfering behavior might reduce the influence of deeply entrenched native language phonology in second language learning.

#### Recent Research in Second Language Learning

Recent Center research has focused primarily on the acquisition of second language skills, the development of instructional materials for teaching these skills, and ways to improve classroom instruction in a second language.

#### Hebrew

The development of instructional materials for the teaching of Modern Hebrew has resulted in a set of 15 units (Coffin, Schuman, & Paper, 1970). These units are noteworthy in that they deal with topics that are of popular interest in archeology, geography and history of Israel, and history of Jewish communities in the United States. All the units are based on non-fiction sources and as such reflect an increased concern with cultural affiliation toward the group which speaks the language one is learning. The completed set of units is subject to revision following field testing in the Modern Hebrew program at The University of Michigan.

#### Cantonese

A beginning Cantonese Chinese course for students acquainted with Mandarin Chinese is being produced (Dex, 1970). Initially the vocabulary introduced in this course will be correlated with the vocabulary introduced in beginning Mandarin courses. The vocabularies have been sifted for "cognate correspondence"; that is, a categorization has been made between 1) items that, when given the appropriate Cantonese reading, retain the same meaning they had in Mandarin, and 2) those items which cannot be directly transferred. Thus the course attempts to use the pre-existing knowledge of the student to facilitate acquisition of

appropriate pronunciation, a set of Cantonese-Mandarin phonological correspondences has been compiled. The comparative description of Cantonese and Mandarin phonological systems will provide an extensive body of data on which pronunciation drills and annotations of items presented in the texts may be based.

### Arabic

The Arabic group has as its current goal a comprehensive treatment of Modern Literary Arabic (MLA) syntax (McCarus, Rammuny, Abboud & Erwin, 1970). A corpus of one million words from a large number of texts will be stored on a computer to permit immediate retrieval of occurrences of any structure under study. On completion of the analysis and description of MLA syntax, it will be feasible to do a contrastive analysis of English and Arabic syntax, then to pinpoint those features of Arabic structure most difficult for English speakers to master, and then experiment on the most effective ways to teach them.

### Phonological Rule Learning

Experimental studies have provided hard data on two aspects of second language learning in the areas of phonological rule learning and spoken language. Schane and Tranel (1970) have demonstrated the necessity of providing students with rules of phonology to aid them in mastering certain second language phonological variables. Experimental evidence on discovery learning by students of the natural rule in French phonology (for example, elision and liaison) demonstrated that when the natural rule was included in the learning of a nonsense language "Newspeak", students showed more rapid mastery of "rules" than when the natural rule was non-existent. Thus, in teaching phonology the presentation of the rule per se should facilitate pupil mastery of the specific constructions.

### Training in Production and Discrimination

An investigation into the method of training of production and discrimination of exotic sounds compared two conventional teaching methods: auditory vs. articulatory (Catford & Pisoni, 1970). The results somewhat negate the use of programmed instruction in the pedagogy of foreign languages. Emphasis is placed on the need for a human instructor to describe articulatory postures required to produce specific sounds rather than an auditory model specifying listen-imitate-repeat as in a programmed technique.

### Authentic Pronunciation in Second Language Learning

For the speaker of a second language to approximate the native speaker, his pronunciation seems to be more crucial than his knowledge of either semantics or syntax. In other words an authentic sounding

"accent" is more relevant than vocabulary or grammatical correctness. Much of the teaching of second languages has stressed vocabulary and grammar. Recent pedagogy has emphasized the conversational approach which includes increased attention to pronunciation.

A large body of research at CRLLB has been concerned with the acquisition of authentic pronunciation. Several studies reflect basic research on the nature of the sounds of the second language (both English as a second language and foreign languages including Arabic, Chinese, and French), pedagogical techniques, and mechanical aids for teaching the sound system.

Native-like fluency in a second language is predicated on a mastery of its patterns of intonation, stress, and rhythm--in short, a mastery of its prosody. To train learners in these areas of foreign languages, an electromechanical device was built. At CRLLB that device, the Speech Auto-Instructional Device (SAID) has been modified and employed in several research experiments.

#### Speech Auto-Instructional Device

SAID presents to the student tape-recorded pattern sentences that are considered to be standards in prosodic performance. These sentences are programmed in the best known sequence for teaching prosody in the target language to a speaker of a given native language. The student is instructed to imitate the pattern sentence after he hears it. Second, SAID processes the student's imitation, and instantaneously evaluates its acceptability on the basis of its three distinct prosodic features: pitch, loudness, and tempo. Third, SAID immediately displays to the student the degree to which his imitation is unacceptable, and demonstrates how he must modify his next imitation, in the prosodic feature under consideration in order to make the imitation more acceptable. This process of presentation-evaluation-display repeats itself until the prosody of the student's imitation is acceptable (Buiten & Lane, 1965).

It is to the second step of this above procedure that continued research has been directed. An examination of the sources of parameter variability of vowels was conducted to ascertain the possibility of mechanical recognition (Hemdal, 1967). By limiting the computer analysis to formants one and two (F1 and F2), it was found that the vowels could be correctly classified. Formant location of 176 productions of eight vowels for nine different speakers were presented. It was shown that suitable accuracy of classification is obtained by a boundary of constant F1 and a boundary of constant F2. Although this study dealt only with vowel production, it was suggested that it may be of significance in vowel perception.

#### Air flow Patterns of Speech Sounds

A quite different approach to mechanical recognition of speech was taken in a series of studies dealing with airflow out of the mouth in the

production of speech (Catford, Lane, Oster & Ross, 1966; Lane, Catford, Oster, O'Donnell & Rand, 1967; Catford, Josephson & Rand, 1968). Kymcgraphic recording of total air flow out of the mouth has been used to diagnose the varying durations and degrees of constrictions of the vocal tract during speech. This project attempted to introduce a second dimension to recordings of air flow--cross-sectional area of flow--on the hypothesis that this would reflect changes in the location and cross-sectional shape of constrictions of the vocal tract. The findings were anticipated to be of value in perfecting automatic speech recognition devices and allied objectives.

The system developed for obtaining air flow patterns consisted of a matrix of 16 hot-wire anemometer flow sensors, a PDP-4 Digital computer, an X-Y oscilloscope, a circuit generating circles on the oscilloscope screen in spatial locations corresponding to the locations of the sensors and of sizes corresponding to the flow velocity at each location, and a control box enabling the operator to change the state of the computer

Upon completion of computer storage of air flow patterns for specific speech sounds, learners would attempt to match their productions of target language (English or foreign languages) patterns to representative patterns in computer storage.

#### Personality Variables in Second Language Learning--Empathy

The effects of personality variables upon second-language acquisition and performance are often cited by language teachers as critical. In a series of studies Guiora, et al. (Guiora, Lane & Bosworth, 1967; Guiora, 1967; Guiora, Taylor & Brandwin, 1968; Taylor, Catford, Guiora & Lane, 1969) have examined the role of empathy on ease of second language acquisition and accuracy in second language pronunciation. The major hypothesis investigated was that people who can be described as high empathizers may achieve a greater degree of pronunciation authenticity than those who are low empathizers.

In an exploratory study an extensive battery of tests was administered to a group of high school French teachers, including measures of personality, interest patterns, general aptitude and intelligence, and perceptual functioning. Subjects' spoken French was rated by a panel of native French speakers (Guiora, Lane & Bosworth, 1967). An instrument was constructed for the purpose of measuring empathic capacity. Briefly, that instrument consisted of strips of film of a person's face shown at reduced speeds (24 frames per sec. to 4 frames per sec.). At these speeds subjects can perceive changes in facial expression undiscernible at regular speeds. These transitory facial expressions were called micro-momentary expressions (MME's).

Results indicated that most of the psychological tests did not correlate significantly with scores on the measures of authenticity.

However, a significant rank order correlation (+.60) was found between the measures of empathic capacity and those of pronunciation authenticity.

Further studies replicated the significant finding noted above (Guiora, Taylor & Brandwin, 1968; Taylor, Catford, Guiora & Lane, 1969). Undergraduate students received instruction in the pronunciation of Japanese. Ten utterances were tape recorded for each subject; five were immediate imitations of the instructor and five were responses during dialogue. These utterances were rated for accuracy in pronunciation by two native Japanese linguists. Subjects were also given the MME test of empathy to provide a measure of empathic capacity. In addition they wrote responses to several cards of the Thematic Apperception Test (TAT) which were scored for empathy (sensitivity to feelings for characters in the stories).

The overall results of these studies tend to support the theory on which the investigation was based. Individuals who were more aware of feelings were more sensitive to the details and specific aspects of the second language and reflected this in speaking. To account for some negative findings, it was suggested that anxiety might affect MME responding and act as a distractor in second language pronunciation accuracy.

This possibility was explored in another study (Garwood, Guiora & Kalter, 1970). Several measures of anxiety were administered to subjects as well as the MME task. The results did not corroborate the suggested relationship between anxiety and MME responses. Currently a large scale replication of the original Michigan study is underway with the assistance and facilities of the Defense Language Institute.

#### Instructional Devices--Pluralingua

Language laboratories have become a significant aid in teaching second languages. The development at CRLB of the Pluralingua (Compans, 1968) added a dimension to language laboratory procedures. Basically a self-contained language laboratory, the Pluralingua is a standard 4-track tape recorder modified by the addition of extra amplifiers, filters, voice-operated relays, and other relays to permit the responses of up to six students to be recorded during a single laboratory session on one spool of specially prepared magnetic tape. Different tracks of the tape are utilized to allow simultaneous involvement by all students while permitting a single instructor to monitor specific channels which contain only student responses.

The Pluralingua permits active student participation. Through the use of more than two channels, the model stimulus may be responded to more than one time without the time delay needed to rewind the tape which is the case in most tape recorded lessons. A study by Sisson (1970) indicated that students who were actively involved, as opposed to those who had to delay their comparisons to the model stimulus,

achieved superior results on tests designed to measure their progress in pronunciation and discrimination.

### Classroom Dynamics--Verbal Interaction

#### Foreign Language Classes

Several studies were undertaken examining verbal interaction in foreign language classes for the purpose of improving teacher training. The earlier studies made video tape recordings and analyzed the temporal distribution of instructor's speaking time (Dugas, Knapp & Sisson, 1966; Knapp, Dugas & Geis, 1966). In spite of the differences in the constitution and conduct of various classes, several properties of their temporal distribution are relatively constant.

The amount of total speaking time was almost uniformly divided into 45% student speaking time and 55% teacher speaking time. Further, teachers' speaking time was relatively consistently divided into model time (20%), prompting, correcting and confirming time (10%), and other time (25%). A major discriminating feature was the amount of silent time, especially the wide variation in length of pauses in the students' responses before prompting and the length of time after a model has been presented but before a student was selected to respond (Dugas, Knapp & Sisson, 1966).

The same video tapes were analyzed to determine specific teaching problems related to teacher student interactions. The analysis led to recommendations for more effective and efficient classroom teaching concerning specification of student terminal behavior, diagnostic testing, strategies of teaching, contingency management, and language skills. Teachers, in this study University teaching fellows in French, viewed edited versions of these tapes as part of an in-service training program. Awareness of the behavior that occurred in the class, rather than consciousness of methods of instruction, was emphasized in this study (Knapp, Dugas & Geis, 1966). The teachers were able to talk objectively about classroom behaviors. In the absence of follow-up data on these teachers, the authors suggest that the teaching fellows were at least aware of the importance of specifying a set of terminal behaviors which would then act as a guide in their teaching.

A recent study sought to develop, test, and refine instruments directed specifically at describing verbal behavior in the language classroom (Capelle, Jarvella & Revelle, 1970). An observational system following the model developed by Flanders (1964) consisted of 10 macro-categories (7 to indicate teacher behavior, 2 for student behavior, and 1 for silence or confusion). However, Capelle refined this model by subdividing seven of the macrocategories to more adequately reflect foreign language teaching interaction and techniques. (For example, Category 8--Student responses--is broken into three parts: 8<sub>1</sub> indicating individual repetition, 8<sub>2</sub> choral repetition or answers, 8<sub>3</sub> individual

answers.) A second observation system was designed to reflect the teacher's command of the foreign language. It consisted of five major categories with appropriate linguistic subcategories to describe specific weaknesses or errors in spoken French.

### Special Education Classes

Teacher-pupil interaction in classes for normals, educable mentally retarded (EMR) and trainable mentally retarded (TMR) were analyzed to determine the differences in patterns of interaction (Simmel, Herzog, Kreider & Charves, 1967). In the earlier study of normals and EMR's, differences in both the amount and nature of teacher and pupil talk in the two types of classrooms were found (Simmel, Herzog & Jorgenson, 1965). When the data for TMR classes is included, several trends may be noted. EMR teachers made greatest use of lectures and TMR the least, with teachers of normal children falling in between. Student response may be a function of intelligence in that normals respond the most, TMR the least. More student statements were initiated in EMR classrooms than either TMR or normal classes. TMR classes appear to have much more silence and/or confusion than regular or EMR classes.

### Computer-Assisted Teacher Training System

The development of a Computer-Assisted Teacher Training System (CATTS) at CRLB was motivated by earlier work on the analysis of teacher-pupil interaction in the classroom (Simmel, et al., 1963). An extensive demonstration-research project was designed to determine the effects of feedback on teacher trainees who were systematically observed and evaluated during 15 half-hour practicum teaching lessons. By utilizing a computer (PDP-4) and elaborate hard- and software components, a button press coding system was developed to replace the time-consuming coding, tallying, summarizing and analysis of in-person observation. Furthermore, the incorporation of real-time computer assistance provided the in-situ teacher with immediate visual feedback on his teaching behaviors. A cathode ray tube was placed near the teacher in the classroom and the scope displays indicated cumulative percentage curves for several interaction variables. The teacher was able to monitor his performance through CATTS and regulate his behavior to conform to specific behavioral objectives.

It was determined in a pilot project that a teacher could use continuous feedback within a classroom setting with minimal interference to his verbal teaching behavior (Simmel, et al., 1968). With very little introduction to CATTS, the teacher could decode the information presented on the scope display and decode the types of behavior represented by this form of abstraction.

Using CRLB facilities, three dissertations employed CATTS with teachers of mentally retarded children (Kreider, 1969; Schmitt, 1969; Weaver, 1969). These studies were concerned with modifying teachers'



questioning behavior, increasing teacher use of pupil ideas, and teacher expectancies regarding teacher-pupil interactions. Results of these explorations indicate that CATTS could aid teachers in directing their own behavior toward specific goals. Immediate feedback enabled teachers to regulate themselves during an on-going teaching situation. However, analysis of overall teaching behavior cannot so effectively be incorporated into the system at this time.

### Native Language Acquisition and Development

To understand language behavior in normal speakers and listeners, it is necessary to look at the language abilities of such atypical groups as the mentally retarded. Examination of this population of speakers provides some important insights to language behavior. In the mentally retarded language development proceeds at a slower pace than in normals. This lag permits investigators to determine possible language acquisition stages.

### Language Development--Mentally Retarded

Mentally retarded children have been found to have deficient learning sets (Semmel & Williams, 1966). They require extra motivation and attention for adequate learning due to this deficit. While normals acquire a great deal of what they know through incidental learning, educable mentally retarded children do not learn this way to any great degree. Instruction must be provided to compensate for the retardates' ineffective incidental learning.

Several studies by Semmel and his associates were concerned with a grammatical analysis of word associations in mentally retarded children (both institutionalized and in public school classes) and normals (Semmel, Barritt, Bennett & Perfetti, 1965, 1966; Semmel & Bennett, 1966). Previous research indicated that children tend to move from sequential responses (syntagmatic responses) to associations falling within the same grammatical class (paradigmatic). This progression from syntagmatic to paradigmatic word associations was suggested as evidence for an increasing grammatical competence in language functioning.

In a word association task a grammatical analysis was undertaken (Semmel, et al., 1965, 1966). Retarded subjects were randomly chosen from institutionalized retarded (I-R) and from public school classes (PS-R). Normals consisted of subgroups selected from a mental age range (MA-N) and a chronological age range (CA-N) both comparable to the two retarded subgroups. Results indicated that the CA-N subgroup gave significantly more associates of the same form class (paradigmatic) than the other three subgroups. The PS-R and MA-N were rather similar in their performance; the I-R group gave fewest paradigmatic responses.

Thus, these results partially confirm the previously reported findings that as children grow older there is a shift from primarily

sequential associations to responses of the same grammatical form class. In addition, these results directly implicate intellectual level as a significant variable in the shift to associations of the same grammatical form class. The difference between PS-R and CA-N and the lack of difference between PS-R and MA-N leads to the conclusion that mental age as well as chronological age appears to play a significant role in the shift from syntagmatic to paradigmatic associations.

In a subsequent study the relationship of paradigmatic free word associations (W-A) to paired associate (P-A) learning was investigated (Simmel, Sitko & Semmel, 1968). Educable mentally retarded boys were grouped as high and low paradigmatic responders on the basis of their responses in a free W-A task. Paired associates were employed which varied in degree of association strength and in the grammatical form-class of their items. The results suggested that EMR boys who are predominantly high-paradigmatic W-A responders are able to utilize both grammatical and associative cues in paired-associate learning, while low paradigmatic EMR boys lack strong habits to avail themselves of their more limited competence in recoding linguistic units into grammatical form classes.

Simmel, et al., in their ongoing studies of the retarded, tabulated oral word association responses of EMR boys to facilitate future research endeavors (Simmel, Sitko, Semmel, 1969). Since the stimulus words were based on an established list of words most commonly used by retarded children (Mein & O'Connor, 1960), these norms provide valuable information for this subject population.

#### Language Development-Processing Connected Discourse

Rosenberg in a series of studies ranging over a period of about three years and numbering some 20 provided detailed and specific data on various aspects of recall and facilitation in the learning of sentences and sentences in connected discourse. Attempting to control as many extraneous variables in his experiments as possible, he has developed three sets of sentence norms. The first two sets were developed prior to his association with CRLB. Previously compiled "Associative Sentence Norms" (1965) and "Associative Sentence Norms: Simple Declarative Sentences" (1966) provided the bases for his extensive research at CRLB. "Norms of Sequential Associative Dependencies in Active Declarative Sentences" (1967), the third set of norms, provided normative data on object nouns most frequently associated with specific verbs. In this set of norms the stimulus sentence frames were of the form: The dog \_\_\_\_\_ the \_\_\_\_\_.

Using associatively related words to examine the facilitation of recall of connected discourse, it was found that associatively related words 1) facilitate recall of the associates, and 2) facilitate recall of the passage in general (Rosenberg, 1967a).

Essentially a replication of the above study, a control passage containing high strength R-words (response words) but replacing S-words (stimulus words) with associatively unrelated items yielded an extreme difference between High association (HA) and Control (C) passages (Rosenberg, 1967b). However, there were no significant differences between HA and Low Association (LA) passages or between LA and C passages. The lack of significant difference between LA and C in the recall of pairs indicates that it was not some characteristic of the HA-R words that was responsible for the superiority of Group HA in the recall of pairs. The C group difficulty in recall of S and R words may have been a result of some characteristic or characteristics of the words themselves.

The next step was to determine the source of facilitation in the recall of associates embedded in connected discourse (Rosenberg, 1967c). The HA group was superior in recall for words in pairs in a recognition memory task as they were in recall of connected discourse studies. This finding suggests that to a certain extent HA word pairs embedded in connected discourse may be stored as pairs.

The recall of sentences constructed from pairs of HA and LA associations were prepared using controlled association norms. An intra-list interference task was constructed by pairing the NP of one sentence with VP of another sentence in the same list. The interference condition impeded recall of the sentences for both HA and LA associations.

Grammatical and associative factors in sentence recall were then examined (Rosenberg, 1967d, e). Three independent variables were included: Active vs. Passive sentence type, HA vs. LA, and Animate vs. Inanimate object-noun. For associatively well-integrated sentences neither grammatical function (subject vs. object nouns) nor sentence type (active vs. passive) made any difference in recall. This was not true for LA sentences. The results for sentence recall are interesting in that they demonstrate the importance of a particular variable--word class subcategory--one which has not been studied extensively.

Groups of four associatively related or four associatively unrelated nouns were embedded in connected discourse using identical contexts. Using two methods of retrieval, a written recall test and a paced successive binary recognition-memory test, the facilitating effect of association was demonstrated. In other words, associatively related nouns are stored more efficiently than associatively unrelated nouns and were thus subject to superior recall or recognition.

Turning attention to the production of connected discourse, Ss were provided with lists of associatively related or unrelated nouns and told to write a story that contained the nouns from the experimental lists (Rosenberg, 1967f, g, h). Main findings included: 1) The clusters of key items that appeared in the sentences of the high association (HA) productions were larger than the clusters that appeared in the sentences of the low association (LA) productions, 2) A knowledge of associative

relationships makes it possible to predict which nouns will occur together in the same sentence, and 3) The HA productions tended to be shorter than the LA productions.

Using the same experimental task to extend this area of investigation to syntactic relations, it was found that HA nouns tended to occur as identical constituents of the same underlying sentence, while LA nouns tended to occur in different underlying sentences (Rosenberg, 1967i).

Sentences of controlled association strength (HA vs. LA) were presented in either grammatically correct syntactic structure or randomly (ungrammatical syntactic structure) (Rosenberg, 1968a). Instructions for the recall task required either ordered learning of the string or free-learning. (That is, Learn the string in order or learn the words in any order.) Results indicated that it appears that subjects may recall associatively related words better than associatively unrelated words but have difficulty arranging them in proper order when the words appear in long ungrammatical strings; that the effectiveness of grammatical structure is reduced if subjects are not required to learn and recall items in order; and that instructions appear to be an important variable in serial recall regardless of level of association and grammatical structure. It is clear from the results for total word recall that the effect of learning and recall instructions is upon the serial organization of items in recall and not upon the probability of recall of items. These last results are not consistent with the common observation that free recall is superior to ordered recall in the case of word lists.

Rosenberg's investigations sought to characterize the nature of semantic structure at the level of the sentence and to evaluate the effect of parameters of semantic structures on the storage and retrieval of sentences in verbal learning (Rosenberg, 1968b, c, d, e). Evidence supporting the functional importance of semantic markers and their associated structural relationships could hopefully provide a fresh approach to the problem of evolving a psychologically based "grammar" which critically involves the interface between syntactic and semantic systems.

### Language Acquisition

Acquisition of one's native language has been studied at CRLLB. Analysis of the prosody of infant's vocalizing was undertaken by Lane and Sheppard (Sheppard & Lane, 1966a, b; Sheppard, 1967). A later stage of development is examined by McNeill. He is concerned with the form nature of language acquisition by children. Concerned with explaining the rapidity and extent of language acquisition, he provides a theoretical explanation of language acquisition in terms of generative grammar and describes the nature of linguistic universals which influence and direct the acquisition process in children.

### Infant Prosody

Infant vocalizing was tape recorded continuously and completely during the first five months of life. Electro-acoustic analysis of samples from this body of infant vocalizations was conducted to provide composite statistics describing three prosodic features of the vocalizing: fundamental frequency, relative amplitude and duration. Developmental changes in the fundamental frequencies of utterances over the first 141 days showed that the average fundamental frequencies of utterances [M(MF)] at birth was approximately 438 cps; then it decreased to 411 cps by sample 18 (about 21 days), and remained there until sample 36 (about 45 days); then it rose and stabilized at about 450 cps for the duration of the study. The infant's utterances did not become more variable in pitch as he grew older; approximately two-thirds of the utterances in a typical sample had fundamental frequencies within about ten percent of the mean value. They concluded that the infant's pitch did not fluctuate during an utterance either more or less as he grew older. Variability in amplitude within utterances was greater than the variability in fundamental frequency within utterances.

The arithmetic mean of utterances was approximately 613 msec at birth decreased to 466 msec at 21 days and then rose to about 600 msec at 45 days at which level it remained for the rest of the study. A developmental trend is noteworthy in that there was covariation of average fundamental frequency and average duration. The parameters show a decrease from their initial values, then an increase to a value which exceeded the initial level, and, finally, stability for the duration of the study.

Three possible explanations of these trends are offered: due to chance fluctuations (unlikely since the trend is across measures), physiological development (combination of increases in length, thickness and area of vocal cords and increase in age in the subglottal pressure), and difference in crying vs. non-crying responses (that is, unconditioned reflex crying-responses vs. operant crying-responses controlled by environmental stimuli) and the gradual disappearance of reflexive crying and appearance of motivated crying.

### A Theory of Language Acquisition

McNeill's investigations consider the acquisition of language as a question of specifying how children's capacity for language interacts with their linguistic experience--the interaction taking the form of relating the universal aspects of deep structure to the idiosyncratic aspects of the surface structure of language (McNeill, 1966a, b, c, d; 1967a, b, c). He credits children with an inborn capacity for language acquisition, a capacity that consists of expectations as to the general form taken by natural language.

An abstract "Language Acquisition Device" (LAD) is postulated by McNeill. LAD receives a large corpus of speech containing both

grammatical and non-grammatical utterances. Upon receipt of the corpus, LAD creates a grammatical system, which may be regarded as LAD's theory about the regularities that appear in the corpus of speech. With this internalized grammatical system, LAD will allow predictions of which utterances will be grammatical. LAD is then some sort of cognitive mechanism which enables a child to acquire his native language.

To acquire a particular language a child must formulate hypothesis that enable him to produce utterances that are understandable and grammatical. A child's grammar has a set of simple rules and whose output would not be considered grammatical if generated by an adult speaker. Children's utterances are quite short: one to four words, expressing complex ideas. These utterances have been labelled with the generic term telegraphic in that they look very much like reduced adult sentences as one would use in telegrams to save space. For the child the "reduced" form may indeed save space in memory because, although the child can understand longer more complex sentences when spoken by an adult, he produces only short utterances. Even when imitating an adult sentence, the child reduces it to a size he can handle.

Elementary children's grammars have been written by several investigators. McNeill compares the grammatical rules that would generate the speech recorded in these studies. These rules appear to develop hierarchically, increasing in complexity as the child matures. In an attempt to validate hypotheses about language acquisition, McNeill studied the spontaneous speech in Japanese children, a language quite different from English. The child's speech had few rules not unlike the rules of the American children studied. Furthermore, the child's earliest speech contained an abstract feature as it must if a linguistic universal reflects an aspect of the fundamental capacity for language.

Transformations must be acquired by the child in order to handle more complex utterances. Data on American, Japanese, and Russian children is provided to indicate that they formulate hypotheses about the regularities observed in parental speech. Needless to say the particular transformations of each language are peculiar to that language. In each language children evaluate their hypotheses against further evidence to enhance their ability to handle specific transformations in their language.

McNeill attacks the application of simple and mediated stimulus-response principles to an explanation of language acquisition. These theories restrict learning to the acquisition of overt responses, at least initially, whereas languages with transformational rules require the acquisition of underlying forms that are never presented overtly in speech. He proposes a biologically based capacity for language: an inborn set of predispositions to develop a grammar of immense complexity and richness on the basis of very small amounts of evidence.

### Complex Language Episodes

Studies of analytic and productive skills in complex language episodes were primarily concerned with tagmemic analysis, rhetoric, and paragraph structure (Becker & Young, 1965, 1966; Young, 1968). Several of these studies are part of a continuing effort to develop both a theory of rhetoric based on tagmemic principles and effective pedagogical tools based on the theory. Studies on the nature and application of tagmemic discovery procedure would provide a bridge between investigation of covert, internal operations and studies of overt verbal production, since tagmemic discovery procedure shows certain features of each. The internal component consists of directed research along well-defined lines of inquiry calculated to isolate and analyze problems, to retrieve a maximum amount of relevant information available to the inquirer, and to stimulate the discovery of original ordering principles. In short, the procedure enables one to probe his own fund of knowledge in a systematic and productive manner. This procedure may offer a method for achieving control over what rhetoricians have come to call the "pre-writing stage" of the writing process.

Young (1969) has discussed the absence of motivation for engaging in pre-writing activities. He suggests that an extension of pre-writing activities to include the perception and formulation of problems may enable the teacher to create classroom situations which deal with real problems (relevance), to teach the later stages of the writing process more effectively, and to increase student involvement.

Becker (1967), in his thesis "A Generative Description of English Subject Tagmemes", done in part under the auspices of CRLIB, described the considerable generative capacity of a tagmemic grammar.'

### Psychological Studies of the Paragraph

Several studies sought to establish the psychological reality of the paragraph (Koen, 1967; Koen, Becker & Young, 1967). An outgrowth of tagmemic principles, these studies examined the paragraph by presenting passages of expository prose to students. Nonsense words were substituted for all content words in each passage, grammatical endings on words retained, and paragraph indentions removed. Unaltered passages were also presented. Results showed that subjects were able to place indentions in unindented stretches in both English and nonsense versions of prose with a significantly high degree of agreement ( $r=.82$ ) and that semantic cues were not essential to such discriminations in some cases.

To ascertain developmental changes in paragraphing ability, a similar task was presented to elementary, junior and senior high school students (Koen, Becker & Young, 1968). Product-moment correlations increased regularly from the youngest to the eldest age group for both English and nonsense passages. These data are compatible with the idea



that the development of the syntactic system precedes that of the semantic--at least up to a certain point (around 12 years of age). Thus, it may be said that the progress in the processing of formal cues is fairly regular and apparently consists of increasingly finer discriminations of the cues used by adults.

Young, Becker, and Pike (1970) have recently published a book on rhetoric. Concerned in part with work done at CRLLB, a modern theory of rhetoric based on tagmemic principles is presented.

### Language Disability

The language behavior of several language disability groups was examined. Many individuals investigated the language functioning in such areas as: aphasia, socio-cultural and socio-economic class differences, schizophrenia, dysarthric speech, mental retardation, dialect differences, and non-standard English.

Specific studies were concerned with such investigations as: comparisons of advantaged and disadvantaged children on productive and receptive language skills (Barritt, Semmel & Weener, 1966; 1967); language training programs for preschool age children of migrant workers (Hagen & Hallahan, 1969); culturally disadvantaged children and speakers of non-standard dialects (Weener, 1965; 1967; Lane, Caroline & Curran, 1967); modification of overt language output of near-mute schizophrenics (Shorkey, 1968; Sundel, 1968; Butterfield, 1970); comprehensibility of dysarthric speech (Rita Tikofsky, 1969); and explorations of linguistic competence of aphasics (R. S. Tikofsky & Reiff, 1967; R. S. Tikofsky, Reiff, Rita Tikofsky, Oakes, Glazer, & McInish, 1967).

### Summary

From its conception, the goal of the Center for Research on Language and Language Behavior has been to contribute to the more effective learning, teaching, and use of language by persons of all ages and abilities. The Center carried out basic and applied research of an interdisciplinary nature as well as programs designed to disseminate information. Over 200 interim and final reports of research appeared in periodic progress reports. In addition, Center personnel independently published articles in scholarly journals and presented papers at conferences, symposia, and workshops. Second language pedagogy was advanced by the development of instructional devices and materials which are currently used extensively. Thus research findings were widely disseminated throughout the scientific community. Its international journal of abstracts in the language sciences, Language and Language Behavior Abstracts, coordinates research related to language and language behavior in a central source. The Center for Research on Language and Language Behavior, through hundreds of varied activities and programs, has achieved many of its initially stated goals.



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## Appendix A

## Partial Listing of Completed Doctoral Dissertations

- Allen, G. D. Two behavioral experiments on the location of the syllable beat in conversational American English, 1966.
- Becker, A. L. A generative description of the English subject tagmemes, 1967.
- Butterfield, W. H. A further examination of the learning behavior of a group of near-mute schizophrenics, 1970.
- Cross, D. V. Metric properties of multidimensional stimulus control, 1965.
- Dale, P. S. Children's color categories and the problem of language and cognition, 1968.
- Dugas, D. G. Some functions of de in French: A case analysis, 1969.
- Herzog, B. H. Associative grouping strategies among educable mentally retarded and normal boys, 1967.
- Kopp, J. L. I sees 'em as I calls 'em: Hue discrimination and hue naming across cultures, 1967.
- Kreider, J. The effect of computer assisted teacher training system feedback on increasing teacher use of pupil ideas with educable mentally retarded children, 1969.
- Rammuny, R. M. An analysis of the differences in the prosodies of general American English and colloquial Jordanian Arabic, 1966.
- Schmitt, J. K. S. Modifying questioning behavior of prospective teachers of mentally retarded children through a computer assisted teacher training system, 1969.
- Sheppard, W. C., Jr. The analysis and control of infant vocal and motor behavior, 1967.
- Shorkey, C. T. A study of variation related to conditionability of verbal behavior in schizophrenics, 1968.
- Sundel, M. Modification of two operants (verbal and non-verbal) in near-mute schizophrenics using reinforcement and modeling procedures, 1968.
- Taylor, L. L. G. The relationship of personality variables to second language pronunciation, 1969.

## Appendix A - continued

Weaver, P. A. Effects of a computer assisted teacher training system and teacher expectancies on teacher-pupil verbal interaction with educable mentally retarded children, 1969.

Weener, P. The influence of dialect differences on the immediate recall of verbal messages, 1967.

## Footnote

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#### Table of Contents

The patterns of air flow during pronunciation: A feasibility study for automatic recognition and evaluation of speech	
J. C. Catford, H. L. Lane, Ruth Oster, & S. Ross	
An application of digital inverse filtering to the systematic variation of vowel parameters	
J. Hendal	
The relation between arousal and the recall of verbal materials in connected discourse	
F. M. Koen	
Identification, discrimination, translation: The effects of mapping ranges of physical continua onto phoneme and sememe categories	
H. L. Lane	
Contrastive analysis of the prosody of spoken American English and colloquial Jordanian Arabic	
R. Ramnuny	
Loudness of pure tones as a function of frequency, intensity, and middle-ear mechanics, Part II	
S. Ross	
Repetition and animacy in active and passive sentence construction	
Joan Prentice, L. S. Barritt, & M. I. Semmel	
A comparison of the psycholinguistic functioning of "educationally-deprived" and "educationally-advantaged" children	
L. S. Barritt, M. I. Semmel, & P. Weener	
Developmental psycholinguistics	
D. McNeill	
Some universals of language acquisition	
D. McNeill	
Development of the prosodic features of infants' vocalizing	
M. C. Sheppard, & H. L. Lane	
Some influences of "speed set" on rate of comprehension	
D. M. Brethower	
Thoughts on designing language courses	
D. M. Brethower	
Variety and programmed instruction, or what can't be programmed	
G. L. Geis	
Bibliography of programmed instruction	
S. F. Knapp	
Differential rates of learning Mandarin Chinese tones	
J. R. Peterson	
Selected annotated bibliography of education of the culturally-disadvantaged	
M. I. Semmel & Carol Midgley	
Environmental control of the learning-to-read process	
D. E. P. Smith	
Programming as a research strategy	
D. E. P. Smith	
Derivational morphology in a generative grammar	
Sandra Annear & D. M. Elliott	
The role of lexical and grammatical cues in paragraph recognition	
A. Becker & R. Young	
Tagmemic and matrix linguistics applied to selected African languages	
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#### Table of Contents

- Generalization decrement or discrimination? The problem in the light of some recent data  
J. L. Kopp
- Attentional factors in categorical judgments of pure tone similarity  
D. V. Cross
- Loudness of pure tones as a function of frequency, intensity and middle-ear mechanics, Part 1  
S. Ross
- Ocular movement and graphic pattern recognition  
C. Semmler and D. E. P. Smith
- Matching-to-sample bibliography  
G. L. Geis & D. Spenser
- The effects of "step size" in shaping  
H. L. Lane, J. L. Kopp, T. Anderson, & D. Carlson
- Grammatical form-class in word associations of educable mentally retarded and normal children  
M. I. Semmel, L. S. Barritt, S. W. Bennett, & C. A. Perfetti
- A pilot study of the verbal interaction of regular elementary classes and special classes for the educable mentally retarded  
M. I. Semmel, Beverly Herzog, & F. Jorgenson
- Some differences in the verbal behavior of preschool children from contrasting social environments  
P. Weener
- A critical evaluation of the Illinois Test of Psycholinguistic Abilities  
L. S. Barritt, M. I. Semmel, & P. Weener
- The role of the printed answer in programmed instruction  
G. L. Geis, W. Jacobs, & D. Spenser
- Classroom management: A statement of principles  
D. M. Brethower
- Classroom management of a reading program: The teacher's role  
D. M. Brethower
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Michigan, Contract No. OEC-3-6-061784-0508, U. S. Office of Education.

#### Table of Contents

Loudness of pure tones as a function of frequency, intensity and middle-ear mechanics, Parts III & IV	S. Ross
Development of the prosodic features of infant vocalizing: II	W. C. Sheppard & H. L. Lane
An analysis of the differences in the prosodies of general American English and colloquial Jordanian Arabic and their effect on second-language acquisition	R. Ramnumy
A functional analysis of self-perception: A behaviorist's alternative to cognitive dissonance theory	D. J. Rein
Grammatical analysis of word association responses of educable mentally-retarded and normal children	M. I. Semmel, I. S. Barritt, S. W. Bennett, & C. A. Perfetti
The effects of grammatical form-class on the verbal recall of Negro and Caucasian educable mentally-retarded children	M. I. Semmel & Beverly H. Herzog
Intentional and incidental learning in normal, borderline, and retarded children	M. I. Semmel & J. Williams
Serial position errors of educable retarded, borderline, and normal children of equal chronological ages	M. I. Semmel & J. Williams
The creation of language	D. McNeill
On theories of language acquisition	D. McNeill
Observations on the analysis and control of teacher-student interaction in the foreign language classroom based on video-tape recordings	S. F. Knapp, D. G. Dugas, & C. L. Geis
A preliminary analysis of time distribution during classroom instruction in a second language	D. G. Dugas, S. F. Knapp, & C. R. Sisson
Matching-to-sample bibliography: Addenda	G. L. Geis & Susan Nielsen
Tagmemic and matrix linguistics applied to selected African languages: Third interim report	K. L. Pike
A précis of an English translation of Roman Jakobson's "Child language, aphasia, and general sound laws"	A. R. Filler

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The University of Michigan, Contract No. OEC-J-6-061784-0508, U. S. Office  
of Education.

#### Table of Contents

Two behavioral experiments on the location of the syllable beat in conversational American English	G. Allen
Some simple rules for self-adaptive mechanical recognition of vowels	J. Hendl
The perception of general American English by speakers of southern dialects	H. L. Lane, L. Caroline, & C. Curran
Contrastive analysis of the phonology of American English and modern literary Arabic	E. McCarus & R. Rammuny
Associative facilitation in the recall of connected discourse	S. Rosenberg
Recall of noun pairs embedded in connected discourse as a function of association strength	S. Rosenberg
The source of facilitation in the recall of associates embedded in connected discourse	S. Rosenberg
Associative facilitation and interference in the recall of sentences	S. Rosenberg
Grammatical and associative factors in sentence recall: A preliminary report	S. Rosenberg
Perception of grammaticality	R. S. Tikofsky, D. G. Reiff, Rita Tikofsky, Merilee Oakes, Ellen Glazer, & R. McInish
A structural theory for the perception of Morse Code signals and related rhythmic patterns	M. Wish
The cloze procedure: A review of the literature and possible applications to the study of deviant language functions	S. Bennett, M. I. Semmel, & L. S. Barritt
The development of language	D. McNeill
A question in semantic development: What does a child mean when he says "no?"	D. McNeill & Nobuko McNeill
Effects of cuing actor vs. cuing object on word order in sentence generation	Joan L. Prentice
A comparison of information processing abilities of middle and lower class Negro kindergarten boys	D. B. Ryckman
Analysis of teacher-pupil verbal interaction patterns in classes for the mentally retarded	M. I. Semmel, Beverly Herzog, J. Kreider, & Mary Charves
An exploration of some personality variables in authentic pronunciation of a second language	A. Z. Giora, H. L. Lane, & L. A. Bosworth
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# Table of Contents

Towards a description of stress-timing in spoken English	G. Allen
Towards a systematic study of empathy	A. L. Gabora
Differential codability of stimulus attributes	F. M. Koen
Some possible implications of psychological performance for linguistic rules	F. M. Koen
Arousal and logical inference	F. M. Koen
*1 sees 'ew as I calls 'em: Hue discrimination and hue naming across cultures	J. L. Knapp
The pattern of airflow out of the mouth during speech	H. L. Lams, J. C. Catford, Ruth Oster, F. E. O'Donnell, & T. Rand
Language habits and the recall of connected discourse	S. Rosenberg
Overview	S. Rosenberg
Associative facilitation in the recall and recognition of nouns embedded in connected discourse	S. Rosenberg
Associative clustering in the production of connected discourse	S. Rosenberg
The relation between association and syntax in sentence production	S. Rosenberg
Norms of sequential associative dependencies in active declarative sentences	S. Rosenberg & M. Koen
*The analysis and control of infant vocal and motor behavior	W. C. Sheppard
An experimental approach to the display of normal linguistic competence	R. S. Tikofsky & D. G. Neiff
Hue labeling and discrimination in children with primary reading retardation	F. Wilson & H. L. Lane
Intelligence tests and educationally-relevant measurements	L. S. Barritt
The changes in psycholinguistic functioning of children after one year in an "integrated" school	L. S. Barritt, M. I. Semmel, & P. Weener
The immediate memory span of children from "advantaged" and "disadvantaged" backgrounds	L. S. Barritt, M. I. Semmel, & P. Weener
The capacity for grammatical development in children	D. McNeill
Cognition and the problem of language acquisition	D. McNeill
Intraverbal associations in sentence behavior	Joan Prentice
The performance of educable mentally retarded and normal children on a modified cloze task	M. I. Semmel, L. S. Barritt, S. W. Bennett, & C. A. Perfetti
Learning and transfer of paradigmatic word association by educable mentally retarded children: A preliminary report	M. I. Semmel, M. W. Lifson, & M. C. Sitko
*The influence of dialect differences on the immediate recall of verbal messages	P. Weener
A report on contingency management of verbal behavior	D. M. Brethover
Etude expérimentale des composantes de l'accent en français	Monique Callanand
Décodage de la chaîne parlée et apprentissage des langues	E. Companya
Answer observing in programmed instruction, II. The effect of incentive on student performance within and after programmed instruction	C. L. Gels & Susan Nielsen
Programmed introduction to Arabic script and phonology	E. McCaus & R. Rammuny
Maintaining task behavior in a literacy program under various conditions of reinforcement	D. E. P. Smith, D. M. Brethover, & R. Cabot
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#### Table of Contents

Study of airflow out of the mouth during speech	J. C. Catford, S. Josephson, & T. Rand
Hue discrimination related to linguistic habits	J. L. Kopp & H. L. Lane
On the necessity of distinguishing between speaking and listening	H. L. Lane
Aphasia and linguistic competence	D. G. Reiff & R. S. Tikofsky
Association, syntax, and instructions in sentence recall	S. Rosenberg
Syntactic complexity and the recall of semantic information	S. Rosenberg
Association and phrase structure in sentence recall: A replication	S. Rosenberg
The source of facilitation in the recall of context words that accompany associatively related words in connected discourse	S. Rosenberg
Psychological and associative meaning in auditory recognition	R. D. Tarte, H. Gadiin, & D. Spenser
Children's color categories and the problem of language and cognition	P. S. Dale
Associative grouping strategies among educable mentally retarded and normal boys	Beverly H. Herzog
A comparison of the factor structure of the ITPA on 18 factor analyses	D. B. Ryckman & R. Wiegand
Effects of grammatical and associative structure, delay interval, and activity during delay on memory span of educable retarded children	M. I. Seemel & S. W. Bennett
Problèmes psychopédagogiques des laboratoires de langues	E. Companyns
Préliminaires pour l'étude de la phonétique suprasegmentale en vue de l'enseignement du français aux étrangers	E. Companyns
Research relevant to the development of bilingual curricula	D. Dugas
Programmed course in modern literary Arabic phonology and script	E. McCarus & R. Rammuny
On the explanation of phonic interference	W. C. Ritchie
Foreign language experience and color word interference	C. R. Sisson
Psychological reality of the paragraph	F. Koen, A. Becker, & R. Young
Considerations of grammar and computation in language behavior	J. Morton
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Contents

OPENING SESSION

A. GEOFFREY NORMAN, Vice President for Research, The University of Michigan.  
Dedication Address

HARLAN L. LANE, Director, Center for Research on Language and Language Behavior.  
Inaugural Address

A. P. VAN TESLAAR  
Scylla and Charybdis, or the Perilous Straits of Applied Research

SESSION A: FIRST-LANGUAGE ACQUISITION IN NATURAL SETTING

EDWARD S. KLIMA  
Knowing Language and Getting to Know It

URSULA BELLUGI  
Linguistic Mechanisms Underlying Child Speech

G. DAVID McNEILL AND NOBUKO B. McNEILL  
What Does A Child Mean When He Says "No?"

SHELDON ROSENBERG  
Language Habits and the Recall of Connected Discourse

SESSION B: CONTROLLED ACQUISITION OF FIRST-LANGUAGE SKILLS

DONALD E. P. SMITH  
Behavioral Engineering: Problem Readers

GEORGE L. GEIS  
Two Paths to Innovation: Imposition and Evolution

SESSION C: SECOND-LANGUAGE LEARNING

EMMANUEL COMPARNS  
Disrimination: Auditive et Apprentissage des Langues

ERNEST N. MCCARTY AND RAJI RAMMUNY  
Programmed Materials for Teaching Arabic Script

GUY C. CAPELLE  
Remarques Sur la Valeur Prédicative de l'Analyse Différentielle en Phonologie

WILLIAM F. MACKAY AND J. G. SAVARD  
The Indices of Coverage: A New Dimension in Lexicometrics

SESSION D: LINGUISTIC STRUCTURES ABOVE SENTENCE LEVEL

VINNETH L. PIKE  
Indirect vs. Direct Discourse in Arabic

FRANK M. KOEN, ALTON BECHER, AND RICHARD YOUNG  
The Psychological Reality of the Paragraph

RICHARD ORDMAN  
Mentalism in the Study of Literary Language

JOHN C. CARROLL  
Word-Frequency Studies and the Lognormal Distribution

SESSION E: PHONOLOGY AND PHONETICS

JOHN F. HENDAL  
Some Simple Rules for Self-Adaptive Mechanisms: Recognition of Vowels

ALEXANDER Z. GUTORA, HARLAN L. LANE, AND LEWIS A. BOSWORTH  
An Exploration of Some Personality Variables in Authentic Pronunciation  
of a Second Language

GEORGE D. ALLEN  
Towards a Description of Stress-Timing in Spoken English

PETER LADEFOGED  
What Is Happening in Phonetic Research

SESSION F: LANGUAGE IMPAIRMENT

LOREN S. BARRITT  
Intelligence Tests and Educationally-Relevant Measurements

EVAN REISLAR AND CADDYRN STERN  
Improving Language Performance of Young Children: A Progress Report

RONALD S. TIKOFFSKY  
Contemporary Issues in Aphasia

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No. OEC-3-6-061784-0508, September 1, 1968.

# Table of Contents

I. RESEARCH ARTICLES, REPORTS	Pages	Reprint No.
<u>Group A: Language Learning - Introduction (A. P. van Teslaar)</u>	1	
Word count of elementary modern literary Arabic textbooks.....	2	190(a)
(E. N. McCarus & R. Rammuny)		
The role of empathy in second language behavior.....	181	190(b)
(A. Z. Guiora, L. L. Taylor, & M. A. Brandwin)		
Discovery procedures in tagmemic rhetoric: An exercise in problem solving.....	187	190(c)
<u>Group B: Language Functioning - Introduction (A. P. van Teslaar)</u>	204	190(d)
The auditory memory of children from different socio-economic backgrounds.....	205	190(e)
(I. S. Barritt)		
Visual discriminatory ability among prereaders.....	221	190(f)
(J. R. Blair & D. B. Ryckman)		
A new test for categorical perception.....	233	190(g)
(J. L. Kopp)		
Association and phrase structure in sentence recall.....	243	190(h)
(S. R. Rosenberg)		
Grammatical relations and sentence recall.....	253	190(i)
(S. R. Rosenberg)		
Quantitative aspects of single-word free associations to sentences varying in semantic integration.....	262	190(j)
(S. R. Rosenberg)		
Semantic constraints upon the syntactic structure of sentence productions.....	271	190(k)
(S. R. Rosenberg)		
Evaluation of Inkster preschool project: Final report.....	274	190(l)
(D. B. Ryckman & P. Van Every)		
Connotative meaning of disability labels under standard and ambiguous test conditions.....	286	190(m)
(M. I. Semmel)		

	Pages	Reprint No.
The influence of disability labels and dialect differences on the semantic differential responses of college students.....	296	190(n)
(M. I. Semmel)		
Phonetic symbolism in adult native speakers of English.....	308	190(o)
(R. D. Taite & L. S. Barritt)		
<u>Group C: Language Deficiency - Introduction (A. P. van Tieslar)</u>	320	
Problems of language development in the retarded: A discussion of Olson's review.....	321	190(p)
(S. R. Rosenberg)		
The relationship of paradigmatic free-word associations to paired-associate learning by educable mentally retarded children.....	337	190(q)
(M. I. Semmel, M. C. Sitko, & D. Semmel)		
Comprehension and imitation of sentences by mongoloid children as a function of transformational complexity.....	352	190(r)
(M. I. Semmel & D. Greenough)		
The brain as a mixer, I. Preliminary literature review: Auditory integration.....	366	190(s)
(M. I. Semmel, D. Lewellyn, G. Lowes, & J. Agard)		
The brain as a mixer, II. A pilot study of central auditory integration abilities of normal and retarded children.....	377	190(t)
(M. I. Semmel, J. A. Agard & J. L. Olson)		
Working Papers: A computer-assisted teacher training system		190(u)
Project CATTS I.....	390	
(M. I. Semmel)		
Project CATTS II.....	397	
Description of prototype CATTS (M. I. Semmel)		
Project CATTS III.....	403	
Initial pilot demonstration study using CATTS (M. I. Semmel, J. Kreider, J. Schmitt, H. Van Every, & P. Weaver)		
Project CATTS IV.....	414	
Scope displays developed for CATTS (M. I. Semmel, T. Rand, & J. Olson)		

Rosenberg, S., and Van Tessaar, A. P. (Eds.) Studies in Language and Language Behavior, VIII. Ann Arbor: Center for Research on Language and Language Behavior, The University of Michigan, U. S. Office of Education Contract No. OEC-3-6-061784-0508, February 1, 1969.

# Table of Contents

I. RESEARCH ARTICLES, REPORTS	Pages	Reprint No.
<u>Group A: Language Learning - Introduction (S. Rosenberg)</u>	1	
Why is college foreign-language instruction in trouble? Three dozen reasons..... (H. Lane)	2	200(a)
Learning a language in the field: problems of linguistic relativity..... (J. C. Catford)	7	200(b)
Psychological variables and ability to pronounce a second language..... (L. L. Taylor, J. C. Catford, A. Z. Guiora, & H. L. Lane)	22	200(c)
A programmed course in Modern Literary Arabic phonology and script..... (E. McCarus & R. Rammuny)	39	200(d)
Surface structure and deep structure in Latin syntax..... (A. Keiler)	241	200(e)
<u>Group B: Language Handicaps - Introduction (S. Rosenberg)</u>	256	
A language training program for preschool migrant children.... (J. W. Hagen & D. P. Hallahan)	257	200(f)
Comprehension and imitation of sentences by institutionalized trainable mentally retarded children as a function of transformational complexity..... (D. Greenough)	269	200(g)
Oral word association norms for educable mentally retarded children..... (M. I. Semmel, M. C. Sitko, & D. Semmel)	287	200(h)
Communicability of verbal behavior in schizophrenic patients and its relationship to current psycholinguistic theory.. (D. B. Pisoni)	299	200(i)
A study of intelligibility of dysarthric speech..... (R. Tikofsky)	314	200(j)

	Pages	Reprint No.
The Minnesota Percepto Diagnostic Test: A study of reliability.....	324	200(k)
(R. K. Rentfrow & D. B. Ryckman)		
An investigation of the reliability of the Berry test of visual motor integration.....	328	200(l)
(D. B. Ryckman & R. K. Rentfrow)		
<u>Group C: Normal Language Functions - Introduction (S. Rosenberg)</u>	332	
Phonetic symbolism in adult native speakers of English: Three studies.....	334	200(m)
(R. D. Tarte & L. S. Barritt)		
The recall of verbal material accompanying semantically well- integrated and semantically poorly-integrated sentences..	349	200(n)
(S. Rosenberg)		
Semantics, phrase structure and age as variables in sentence recall.....	358	200(o)
(H. Van Every & S. Rosenberg)		
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(S. Rosenberg)		
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(i. Koen)		
The "voiceprint" myth.....	386	200(r)
(R. Vanderslice)		
Synthetic intonation.....	407	200(s)
(R. Vanderslice & T. Rand)		
Intonation, scientism, and "archetypality".....	429	200(t)
(R. Vanderslice)		
Psycholinguistic attitude study.....	437	200(u)
(E. Bouchard)		
A comparison of the auditory memory performance of negro and white children from different socio-economic backgrounds.....	451	200(v)
(L. S. Barritt)		
Visual discrimination: Lower case letter confusion.....	480	200(w)
(J. R. Blair & D. R. Ryckman)		
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(R. Young)		